

THIRD EDITION



Self-Study 오디오 CD 포함

Jack C. Richards
with Jonathan Hull and Susan Proctor



STUDENT'S BOOK

To the student

Welcome to Interchange Third Edition! This revised edition of New Interchange gives you many more opportunities to learn and practice English. We are confident this book will help you improve your English! The course combines topics, functions, and grammar. You will learn the four skills of listening, speaking, reading, and writing, in addition to vocabulary and pronunciation.

Each book has 16 units divided into sections, and each section has its own purpose. The Snapshot usually introduces the unit's topic with real-world information. The Word Power presents new vocabulary. Perspectives is a new section that uses people's opinions and experiences about a topic to present new grammar. The Conversation is a natural, fun dialog that also introduces new grammar. You then see and practice this language in the Grammar Focus. The Pronunciation exercises help you sound like a native speaker.

In the Listening section you hear people speaking in many different contexts. You talk in pairs, in groups, or as a class with the many Speaking activities. In the Interchange activities you talk even more freely about yourself. These fun activities let you share your own ideas and opinions. In the Writing section you write about yourself and your classmates. Finally, at the end of each unit, you read about and further discuss the unit's topic in the Reading section.

Frequent Progress checks let you check your own development. In these self-assessment exercises you decide what material you need to review.

The Self-study Audio CD contains the conversations from the unit for extra listening practice. Your CD also has a section with new, original audio material. You can use this in class, in a lab, or at home with the Self-study exercises at the back of this book.

We think you'll enjoy using this book and hope you become better, more confident learners of English. Good luck! Jack C. Richards

Jonathan Hull Susan Proctor

CLASSROOM LANGUAGE Working together



Plan of Book 2

itles/Topics	Speaking	Grammar	
UNIT 1 PAGES 2-7			
A time to remember People; childhood; memories	Introducing yourself; talking about yourself; exchanging personal information; remembering your childhood; asking about someone's childhood	Past tense; <i>used to</i> for habitual actions	
UNIT 2 PAGES B-13			
Caught in the rush Transportation; transportation problems; city services	Talking about transportation and transportation problems; evaluating city services; asking for and giving information	Adverbs of quantity with count and noncount nouns: too many, too much, fewer, less, more, not enough; indirect questions from Wh-questions	
PROGRESS CHECK PAGES 14-15			
UNIF 3 PAGES 16-21			
Time for a change! Houses and apartments; lifestyle changes; wishes	Describing positive and negative features; making comparisons; talking about lifestyle changes; expressing wishes	Evaluations and comparisons with adjectives: not enough, too, (not) as as; evaluations and comparisons with nouns: not enough, too much / many,, (not) as much / many, as; wish	
UNIT 4 PAGES 22-27			
I've never heard of that! Food; recipes; instructions; cooking methods	Talking about food; expressing likes and dislikes; describing a favorite snack; giving instructions	Simple past vs. present perfect; sequence adverbs: first, then, next, after that, finally	
PROGRESS CHECK PAGES 28-29			
UNIT 5 PAGES 30-35			
Going places Travel; vacations; plans UNIT 6 PAGES 38-41	Describing vacation plans; giving travel advice; planning a vacation	Future with be going to and will; modals for necessity and suggestion: must, need to, (don't) have to, better, ought to, should (not)	
OK. No problem! Complaints; household chores; requests; excuses; apologies	Making requests; accepting and refusing requests; complaining; apologizing; giving excuses	Two-part verbs; will for responding to requests; requests with modals and Would you mind?	
PROGRESS CHECK PAGES 42-43			
UNIT 7 PAGES 44-49			
What's this for? Technology: instructions	Describing technology; giving instructions; giving suggestions	Infinitives and gerunds for uses and purposes; imperatives and infinitives for giving suggestions	
UNIT 8 PAGES 50-55		0	
Let's celebrate!	Describing holidays, festivals,	Relative clauses of time: adverbial	
Let's celebrate: Holidays; festivals; customs; celebrations	customs, and special events	clauses of time: when, after, before	
PROGRESS CHECK PAGES 56-57			

Pronunciation/Lister	ning Writing/Reading	Interchange Activity
Reduced form of used to Listening to people talk aboutheir past Self-study: Listening to people discuss their favorite childhood memories	Writing a paragraph about your childhood "Nicole Kidman: New Hollywoo Royalty": Reading about an actress's career	"Class profile": Finding out about a classmate's childhood
Syllable stress Listening to a description of transportation system Self-study: Listening to peop for information	Around"; Reading about new	"Tourism campaign": Suggesting ways to attract tourists to a city
Unpronounced vowels Listening to people talk above capsule hotels Self-study: Listening to peop and answer questions about apartments for rent	"Break Those Bad Habits": Reading about ways to end	"Wishful thinking": Pinding out about classmate's wishes
Consonant clusters Listening to descriptions of f Self-study: Listening to peop talk about food	I am for a defference the summer over five	
Linked sounds with /w/ and / Listening to travel advice Self-study: Listening to peop discuss vacation plans	"Getting Away From It All":	"Fun vacations": Deciding on a trip
Stress in two-part verbs Listening to results of a surv Self-study: Listening to peop make requests	the set many to deal with paidb	
Syllable stress Listening to a radio program listening to people give advice Self-study; Listening to people discuss computers	2020": Reading about life in	
Stress and rhythm Listening to a description of Carnaval Self-study: Listening to some talk about Halloween	Writing a travel guide "Unique Customs": Reading about the holidays and unusual customs	"Once in a blue moon": Finding out how classmates celebrate special events

itles/Topics	Speaking	Grammar	
UNIT 9 PAGES 58-E	3		
Back to the future Life in the past, present, and future; changes and contrasts; consequences	Talking about change; comparing time periods; describing possibilities	Time contrasts; conditional sentences with if clauses	
UNIT TO PAGES 54-8	9		
don't like working on weekends! Abilities and skills; job preference personality traits; careers	Describing abilities and skills; talking about job preferences; describing personality traits	Gerunds; short responses; clauses with because	
PROGRESS CHECK PAGES 70-7	1		
AMT 11 PAGES 72-7	7		
It's really worth seeing! Landmarks and monuments: world knowledge	Talking about landmarks and monuments; describing countries; discussing facts	Passive with by (simple past); passive without by (simple present)	
UNIF 12 PAGES 78-8	3		
It could happen to you! Information about someone's past; recent past events	Asking about someone's past: describing recent experiences	Past continuous vs. simple past; present perfect continuous	
PROGRESS CHECK PAGES 84-8	5		
JANT 13 PAGES 86-9			
Good book, terrible movie! Entertainment; movies and books; reactions and opinions	Describing movies and books; talking about actors and actresses; asking for and giving reactions and opinions	Participles as adjectives; relative clauses	
INIT 14 PAGES 92-9			
So that's what it means! Nonverbal communication; gestures and meanings; signs; drawing conclusions PROGRESS CHECK PAGES 98-9	Interpreting body language; explaining gestures and meanings; describing emotions; asking about signs and meanings	Modals and adverbs: might, may, could, must, maybe, perhaps, possibly, probably, definitely; permission, obligation, and prohibition	
ANT 15 PAGES 100-10			
What would you do? Money; hopes; predicaments; speculations	Speculating about past and future events; describing a predicament; giving advice and suggestions	Unreal conditional sentences with if clauses; past modals	
UNIT 16 PAGES 106-11			
MIT 16 PAGES 106-11' What's your excuse?	Reporting what people say;	Powerful march	
Requests; excuses; invitations	making requests; making invitations and excuses	Reported speech: requests; reported speech: statements	
PROGRESS CHECK PAGES 112-11:			
SELF-STUDY			

Pronunci	ation/Listening	Writing/Reading	Interchange Activity
time phrase Listening to about chang	people talk res Listening to people	Writing a description of a person "Are You in Love?": Reading about the signs of being in love	"Consider the consequences": Agreeing and disagreeing with classmates
Unreleased Listening to their job pro	and released /t/ and /d/ people talk about ferences Listening to a student	Writing a cover letter for a job application "Find the Job That's Right for You!": Reading about how to find the perfect job	"Dream job": Deciding which job to apply for
monuments information Self-study: I	descriptions of ; listening for about a country istening for information tatue of Liberty	Writing a guidebook introduction "A Guide to Unusual Museums": Reading about interesting museums	"Who is this by?": Sharing information about famous works
Listening to recent experiences Self-study: 1	stress in responses people talk about riences Listening to people talk s in their careers	Writing a short story "Child Prodigies"; Reading about gifted children	"Life is like a game!": Playing a board game
a movie rev	r opinions; listening to iew Listening to people talk	Writing a movie review "The Magic of Potter": Reading about an author's career	"Famous faces": Asking classmates' opinions about movies and TV shows
meanings of	istening to people	Writing a list of rules "Pearls of Wisdom": Reading about proverbs	"What's going on?": Interpreting body language
predicamentalk show	people talk about ts; listening to a radio Listening to people	Writing a letter to an advice columnist "Ask Amy": Reading an advice column	"Do the right thing!": Deciding what to do in a difficult situation
Listening fo	istening to a	Writing a voice mail message "The Truth About Lying": Reading about "white lies"	"Excuses, excuses": Making up excuses

1 A time to remember





Getting to Know You



Many people use the Internet to meet people. Here is some typical information found in online personal ads.

Tell us about yourself!



Background

Born: Dalles Grew up: Los Angeles

Professional information

Education: college degree

Occupation: computer specialist

Interests and hobbies

I love to be outdoors. I enjoy skiing and swimming. And I'm a good cook.

Background

Born: Buenos Aires Grew up: Los Angeles

Professional information

Education: high school diploma Occupation: college student

Interests and hobbies

I like to go to the movies and take long walks. And I'm learning to in-line skate!



Source: http://personals.yahoo.com

Do you think Ana and Ted could be friends?

Do people in your country use personal ads? How else can people meet?

Create your own personal profile and compare it with a partner.

How are you the same? different?

2

CONVERSATION Where did you learn to skate?

A 🕑 Listen and practice.

Ted: Oh, I'm really sorry. Are you OK?

Ana: I'm fine. But I'm not very good at this.

Ted: Neither am I.... Say, are you from South America?

Ana: Yes, I am, originally. I was born in Argentina.

Ted: Did you grow up there?

Ana: Yes, I did, but my family moved here ten years ago, when I was in junior high school.

Ted: And where did you learn to skate?

Ana: Here in the park. This is only my third time.

Ted: Well, it's my first time. Can you give me some lessons?

Ana: Sure. Just follow me.

Ted: By the way, my name is Ted.

Ana: And I'm Ana. Nice to meet you.

B Listen to the rest of the conversation. What are two more things you learn about Ted?



Past tense

Where were you born? I was born in Argentina.

Were you born in Buenos Aires? Yes, I was.

No, I wasn't. I was born in Córdoba.

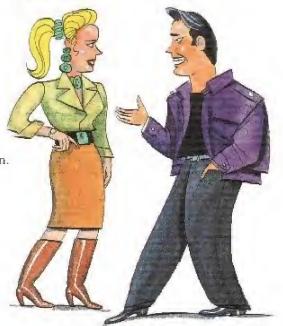
When did you move to Los Angeles? I moved here ten years ago. I didn't speak English.

Did you take English classes in Argentina? Yes, I did. I took classes for a year. No, I didn't. My aunt taught me at home.

A	Complete	these	conversations.	Then	practice	with	а	partner
---	----------	-------	----------------	------	----------	------	---	---------

- 1. A: Could you tell me a little about yourself? Where you born?
 - B: I born in Korea.
 - A: you grow up there?
 - B: No, I I up in Canada.
- 2. A: Where you go to high school?
 - B: I to high school in Ecuador.
 - A: And when . . . you graduate?
 - B; I last year, Now I work as a salesperson.
- 3. A: you have a favorite teacher when you a child?
 - B; Yes, I an excellent teacher named Mr. Woods.
 - A: What he teach?
 - B: He English.

B Pair work Take turns asking the questions in part A. Give your own information when answering.



LISTENING Life as an immigrant

A (Listen to interviews with two immigrants to the United States, Where are they from?

Listen again and complete the chart.

		Yu Hong	Ajay
1.	When did he/she move to the United States?		
2.	What is difficult about being an immigrant?		
3.	What does he/she miss the most?		

SPEAKING Tell me about yourself.

A Pair work Check () six questions below. Then interview a classmate you don't know very well.

- Where did you go to elementary school?
- Were you a good student in elementary school?
- What were your best subjects?
- What subjects didn't you like?
- When did you first study English?

- What other languages can you speak?
- Do you have a big family?
- Did you enjoy your childhood?
- Who was your hero when you were a child?
- Did you ever have a part-time job?

Group work Tell the group what you learned about your partner. Then answer any questions.

- A: Carlos went to elementary school in Mexico City.
- B: Pam first studied English when she was 10.
- C: Really? Where did she study English?

useful expressions

Really? Me, too! Wow! What was it like? Can you tell us more?

WORD POWER

A Complete the word map. Add two more words to each category. Then compare with a partner.

Hobbies

√ beach

bicycle

cat

collect comic books

paint

play chess

rabbit

scrapbook

snake

soccer ball

summer camp

tree house

Pets

Places

Childhood memories

Possessions

.....

A: I played chess when I was in elementary school.

Pair work Choose three words from

the word map and use them to describe some of your childhood memories.

- B: How well did you play?
- A: I was pretty good, actually.
 I won several competitions.

PERSPECTIVES How have you changed?

A 🐚 Listen to these statements about changes. Check (🗸) those that are true about you.

- 1. "When I was a kid, I used to be very messy, but now I'm very neat."
- 2. "I used to have a lot of hobbies, but now I don't have any free time."
- 3. "I didn't use to collect anything, but now I do."
- 4. "I used to be really into fashion, but these days I'm not interested anymore."
- 5. "I never used to play sports, but now I like to keep fit."
- 6. "I never used to worry about money, but now I do."
- 7. "I didn't use to follow politics, but now I read the newspaper every day."
- 8. "When I was younger, I used to care a lot about my appearance. Now, I'm too busy to care how I look."



B Pair work Look at the statements again. Which changes are positive? Which are negative?

"I think the first one is a positive change. It's good to be neat."



GRAMMAR FOCUS

Used to O

Used to refers to something that you regularly did in the past but don't do anymore.

l used to be very messy, but now I'm very neat.

Did you use to collect things?

Yes, I used to collect comic books.

No, I didn't use to collect anything, but now I collect art.

What sports did you use to play?

I never used to play sports, but now I play tennis.



A Complete these sentences. Then compare with a partner.

- I. In elementary school, I used to . . .

- 3. When I was a kid, I used to play . . .
- 4. I didn't use to . . .
- 2. I used to be . . . , but I'm not anymore. 5. After school, my best friend and I used to . . .
 - 6. My parents never used to . . .

B Pair work How have you changed these things? Write five more sentences about yourself using used to.

your hairstyle

the way you dress

your hobbies and interests

"I used to wear my hair much longer. Now I wear it short."

9

PRONUNCIATION Used to

A D Listen and practice. Notice that the pronunciation of used to and use to is the same.

When I was a child, I used to play the trumpet.

I used to have a nickname.

I didn't use to have a bicycle.

I didn't use to study very hard at school.

B Pair work Practice the sentences you wrote in Exercise 8 again. Pay attention to the pronunciation of used to and use to.



10

SPEAKING Memories



A Pair work Add three questions to this list.

Then take turns asking and answering the questions.

- 1. What's your favorite childhood memory?
- 2. What kinds of sports or games did you use to play when you were younger?
- 3. Did you use to have a nickname?
- 4. Where did you use to spend your vacations?
- 5. How has your taste in music changed?
- 6
- 8.
- B Class activity Tell the class two interesting things about your partner.

(II)

WRITING About yourself

A Write a paragraph about things you used to do as a child. Use some of your ideas from Exercise 10. Just for fun, include one false statement.

When I was four years old, my family moved to Australia. We had an old two-story house and a big yard. My older brother and I used to play lots of games together. In the summer, my favorite outdoor game was . . .

B Group work Share your paragraphs and answer any questions. Can you find the false statements?

12

INTERCHANGE 1 Class profile

Find out more about your classmates. Go to Interchange 1 at the back of the book.

Nicole Kidman: New Hollywood Boyalty

Scan the article. Where was Nicole Kidman born? Where was she married? When did she win an Academy Award?

curess Nicole Kidman was born in Honolulu, Hawaii, in 1967. Her father, an Australian, was a student in Hawaii at the time. When she was 4, the family returned to Australia, and Kidman grew up in a suburb of Sydney.

Kidman became interested in acting early on. Her first experience came when she was 6 years old and she played a sheep in her school's Christmas pageant. She trained in drama and dance through her teen years. She got a couple of TV parts before she made her breakthrough: In 1985, the Australian Film Institute named her Actress of the Year for her role in the TV miniseries Vietnam. She was only 17.

In 1989, Kidman appeared in the creepy thriller Dead Calm. This performance earned her the lead tole in her first American movie, Days of Thunder. Her costur was Tom Cruise. Following a whirlwind romance, Kidman and Cruise were married in Colorado on Christmas Eve, 1990.

During the marriage, Kidman's career continued to grow. She and Cruise adopted two children, and they worked hard to balance their careers and family life,

Unfortunately, the marriage didn't last. Kidman and Cruise divorced in 2001. After the divorce, Kidman threw herself into her work. She



One of the most backnoting actresses of our firm

starred in a number of high-profile movies, including the musical *Maulin Rouge*. Then, in 2003, she won both an Academy Award and a Golden Globe for her role as Virginia Woolf in the film *The Hours*.

And what does she think of her fame? "It's a fleeting moment," she has said. "How long will it last? Who knows? But it's here and it's now."

A Read the article. Find the words in *italies* in the article. Then circle the meaning of each word or phrase.

- When you make a breakthrough, you experience a sudden advance / accident.
- 2. When something is creepy, it gives you a feeling of joy and excitement / fear and disgust.
- 3. A whirtwind describes something that happens slowly / quickly.
- 4. When Kidman threw herself into her work, she worked very hard / stopped working.
- 5. When something is *fleeting*, it lasts a **short** / **long** time.
- B Number these sentences from 1 (first event) to 10 (last event).
-a. She divorced Tom Cruise.
- b. She had her first acting experience.
 c. She won an Academy Award.
- d. She moved to Australia,
- e. She made her first American movie.
- f. She won her first award.
- g. She adopted two children.
- i. She studied drama and dance.
- j. She married Tom Cruise.

C Pair work Who is your favorite actor or actress? What interesting details do you know about his or her life and career?

2 Caught in the rush

WORD POWER Compound nouns

A Match the words in columns A and B to make compound nouns. (More than one answer may be possible.)

subway + station = subway station

BA bicycle garage bus iam news lane light parking street space stand subway taxi station traffic stop train system





- B Pair work Which of these things can you find where you live?
- A: There is a bus system here.
- B: Yes. There are also a lot of traffic jams.

PERSPECTIVES Transportation services

A D Listen to these comments about transportation services.



"I think there are too many cars on the road. All the cars, taxis, and buses make it really dangerous for bicycles. There is too much traffic!"



"What about the buses?
They are old, slow, and
cause too much pollution. I
think there should be less
pollution in the city."



"There should be fewer cars, but I think that the biggest problem is parking. There just isn't enough parking."

B Pair work Look at the comments again. Which statements do you agree with?

Adverbs of quantity 🔘 With noncount nouns With count nouns There is too much traffic. There are too many cars. There should be fewer cars. There should be less pollution. We need more subway lines. We need more public transportation. There aren't enough buses. There isn't enough parking. A Complete these statements about transportation problems. Then compare with a partner. (More than one answer may be possible.) 1. There are police officers. 2. There should be _____ cars in the city. 3. There is public transportation. The government needs to build highways. There should be noise. 6. We should have public parking garages. 7. There is _____ air pollution in the city. 8. There are cars parked on the streets. Group work Write sentences about the city or town you are living in. Then compare with others.

5. There should be fewer . . . 6. We don't have enough . . .

7. There should be less . . .

8. We need more . . .



LISTENING Singapore solves it.

The city should provide more . . .

We have too many . . .

3. There's too much . . . 4. There isn't enough . . .

A D Listen to someone talk about how Singapore has tried to solve its traffic problems. Check (\checkmark) True or False for each statement.

	True	False
 Motorists are never allowed to drive into the business district. 		FT
2. People need a special certificate to buy a car.	11	[-1
3. Cars cost more than in the United States or Canada.		
4. Public transportation still needs to be improved.		[-]

B 🕑 Listen again. For the false statements, write the correct information.

Class activity Could the solutions adopted in Singapore work in your city or town? Why or why not?

DISCUSSION You be the judge!

A Group work Which of these transportation services are available in your city or town? Discuss what is good and bad about each one.

taxi service the subway system facilities for pedestrians the bus system the train system parking

B Group work How would you rate the transportation services where you live? Give each item a rating from 1 to 5.

5 = excellent 4 = good 3 = average 2 = needs improvement 1 = terrible

A: I'd give the taxi service a rating of 4. There are enough taxis, but there are too many bad drivers.

B: I think a rating of 4 is too high. There should be more taxi stands and . . .

(5) WRITING A letter to the editor

A Read this letter to a newspaper editor about traffic problems in the city.

B Use your statements from Exercise 3 and any new ideas to write a letter to your local newspaper.

C Pair work Take turns reading your letters. Give your partner suggestions for revision.

To whom it may concern:

There's too much traffic in this city, and it's getting worse! A few years ago, it took me ten minutes to get downtown. Now it takes more than thirty minutes during the rush hour! Here are my suggestions to solve some of our traffic problems. First of all, there should be more subway lines. I think people want to use public transportation, but we need more . . .

SNAPSHOT

Common Questions Asked by Visitors to a City How much do cabs cost? Where can I get a map? Where can I rent a cell phone? Where can I walk my dog? Where can I walk my dog? Which hotel is closest to the airport? What museums should I see?

Sources: www.cheosechicago.com; www.orlandoairports.net

Check (I) the questions you can answer about your city.

What other questions could a visitor ask about your city?

Talk to your classmates. Find answers to the questions you didn't check.

(8)

CONVERSATION Could you tell me . . . ?

A D Listen and practice.

Erica: Excuse me, Could you tell me where the bank is?

Clerk: There's one upstairs, across from the duty-free shop.

Erica: Do you know what time it opens?

Clerk: It should be open now. It opens at 8:00 A.M.

Erica: Oh, good. And can you tell me how often the buses leave for the city?

Clerk: You need to check at the transportation counter. It's right down the hall,

Erica: OK. And just one more thing. Do you know where the rest rooms are?

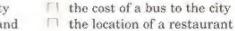
Clerk: Right behind you. Do you see where that sign is?

Erica: Oh. Thanks a lot.

B (▶) Listen to the rest of the conversation. Check (✓) the information that Erica asks for.

[1	the	cost	of	a	taxi	to	the	city	
----	-----	------	----	---	------	----	-----	------	--

the location of the taxi stand the lo





GRAMMAR FOCUS

Indirect questions from Wh-questions ()

Wh-questions with be

Where is the bank?
Where are the rest rooms?

Wh-questions with do or did

How often do the buses leave? What time does the bank open? When did Flight 566 arrive?

Indirect questions

Could you tell me where the bank is?

Do you know where the rest rooms are?

Indirect questions

Can you tell me how often the buses leave? Do you know what time the bank opens? Do you know when Flight 566 arrived?

A Write indirect questions using these Wh-questions. Then compare with a partner.

- 1. How much does a newspaper cost?
- 2. Where is the nearest cash machine?
- 3. What time do the banks open?
- 4. How often do the buses come?
- 5. Where can you get a good meal?
- 6. How late do the nightclubs stay open?
- 7. How early do the trains run?
- 8. What is the best hotel in the area?

B Pair work Take turns asking the questions you wrote in part A. Give your own information when answering.

"Do you know how much a newspaper costs?"

PRONUNCIATION Syllable stress

A Listen and practice. Notice which syllable has the main stress in these two-syllable words.

subway garage traffic police

B (Listen to the stress in these words. Write them in the correct column. Then compare with a partner.

buses improve
newsstand provide
hotel public
taxis machine



SPEAKING What do you know?

A Complete the chart with indirect questions.

		Name:	Name:
1. Where is the tourist information center? " Can you tell me where	?"		
2. What time do the stores close?	?"		
3. Where is the nearest hospital?	.7"		
4. How much does a taxi to the airport cost?	. 7"		
5. Where can I find a good shopping mall?	7"		
6. Where is the nearest drugstore?	?"	= 1	
7. What is a good place for families with childre	n?		

B Group work Use the indirect questions in the chart to interview two classmates about the city or town where you live. Take notes.

A: Can you tell me where the tourist information center is?

B: I'm not really sure, but I think . . .

Class activity Share your answers with the class. Who knows the most about your city or town?



INTERCHANGE 2 Tourism campaign

Discuss ways to attract tourists to a city. Go to Interchange 2 at the back of the book.

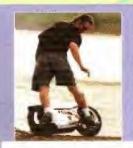
NEW WAYS OF Getting Around

Look at the pictures and skim the article. Then write the name of the invention below each picture.









Here are some of the best new inventions for getting around on land and sea.

On land

If you love to take risks when you travel, this is for you: the **Wheelman**. The design is simple: two wheels and a motor. You put your feet in the wheels. It's very similar to skateboarding or surfing. You use your weight to steer and control the speed with a ball you hold in your hand.

Why use two wheels when you can use three? The **Trikke Scooter** looks a little silly, but it's serious transportation. The three wheels make it very stable. And because it's made of aluminum, it's very light. It moves by turning back and forth – just like skiing on the street.

Would you like to try any of them?

On sea

If you're the kind of person who enjoys being out at sea, but suffers from motion sickness, the **OutRider** will interest you. The boat is attached to a strange-looking ski, allowing it to move smoothly over the water, even at high speeds. It's perfect for those who refuse to give up their love of boating over an upset stomach.

Do you ever feel like surfing when the sea is too flat? Then you need the **PowerSki Jetboard**, a board that makes its own waves. This creation brings together the ease of waterskiing and the freedom of surfing. A former pro surfer designed the lightweight engine to be able to stir up even the calmest water.

A Read	the article. Where d	lo you think it is	from? Check (🗸) the cor.	rect answer.
[] an in	struction manual	□ a catalog	11 a newsmagazine	□ an encyclopedia
B Answ	ver these questions.			
2. Wher 3. How 4. What 5. How 6. What 7. What	e do you put your fe do you steer the Wh makes the Trikke S does the Trikke Scoo makes the OutRide two sports does the	et in the Wheeln eelman? cooter stable? eter move? r move smoothly PowerSki Jetbo	on the water?	
C Pair	work Which of the a	above inventions	is the most useful? the l	east useful?

Units 1-2 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

J can	Very we	II OK	A little
Listen to and understand the past tense and used to (Ex. 1)	n		<i>F</i> 1
Ask and answer questions using the past tense and used to (Ex. 1, 1	2) [1	[7]	F.1
Talk about city services using adverbs of quantity (Ex. 3)			[1]
Ask for and give information using indirect questions (Ex. 4)	T-I		

LISTENING Celebrity interview

- A D Listen to an interview with Jeri, a fashion model. Answer the questions.
- 1. Where did she grow up?
- 2. What did she want to do when she grew up?
- 3. Did she have a hobby?
- 4. Did she have a favorite game?
- 5. What was her favorite place?
- Pair work Use the questions in part A to interview a partner about his or her childhood. Ask additional questions to get more information.

DISCUSSION How times have changed!

A Pair work Talk about how life in your country has changed in the last 50 years. Ask questions like these:

How big were families 50 years ago? What kinds of homes did people live in? How did people use to dress? How were schools different? What kinds of jobs did men have? women? How much did people use to earn?

Group work Compare your answers. Do you think life was better in the old days? Why or why not?



SURVEY City planner

A What do you think about these things in your city or town? Complete the survey.

	Not enough	OK	Too many/Too much
places to go dancing		fi	
places to listen to music			
noise	[m]	1-1	
places to sit and have coffe	ее П	Π	
places to go shopping	[-1	[]	
parking	1 1		[7
public transportation	!	[-]	
places to meet new people	• 🗇		

- B Group work Compare your opinions and suggest ways to make your city or town better. Then agree on three improvements.
- A: How would you make the city better?
- B: There aren't enough places to go dancing. We need more nightclubs.
- C: I disagree. There should be fewer clubs. There's too much noise downtown!

ROLE PLAY Could you tell me . . . ?

Student A: Imagine you are a visitor in your city or town. Write five indirect questions about these categories. Then ask your questions to the hotel receptionist.

Transportation Sightseeing Shopping

Restaurants Entertainment.

Student B: You are a hotel receptionist. Answer the guest's questions. Start like this: Can I help you?

Change roles and try the role play again.

useful expressions

Let me think. Oh, yes, . . . I'm not really sure, but I think . . . Sorry, I don't know.

WHAT'S NEXT?

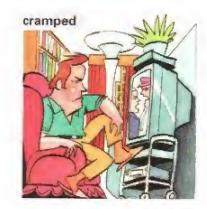
Look at your Self-assessment again. Do you need to review anything?

Time for a change!

WORD POWER Houses and apartments

A These words are used to describe houses and apartments. Which are positive (P)? Which are negative (N)?

bright	P	dingy		private	
comfortable		expensive	-1-11	quiet	
convenient		huge		safe	
cramped		inconvenient		shabby	100
dangerous		modern		small	
dark		noisy	-4 .	spacious	



B Pair work Tell your partner two positive and two negative features about your house or apartment.

"My apartment is very dark and a little cramped. However, it's in a safe neighborhood and it's very private."

PERSPECTIVES Which would you prefer?

A Disten to these opinions about houses and apartments.

Apartments are too small for pets.

Apartments aren't big enough for families.

Apartments don't have as many rooms as houses.

Apartments have just as many expenses as houses.

Apartments don't have enough parking spaces.

Houses cost too much money.

Houses aren't as safe as apartments.

Houses aren't as convenient as apartments.

Houses don't have enough closet space.

Houses don't have as much privacy as apartments.

B Pair work Look at the opinions again. Which statements do you agree with?

A: I agree that apartments are too small for pets.

B: And they don't have enough parking spaces!



Evaluations and comparisons 0

Evaluations with adjectives

Apartments aren't big enough for families. Apartments are too small for pets.

Comparisons with adjectives

Houses aren't as convenient as apartments. Houses are just as convenient as apartments.

Evaluations with nouns

Apartments don't have enough parking spaces. Houses cost too much money.

Comparisons with nouns

Apartments have just as many rooms as houses. Apartments don't have as much privacy as houses.

A Imagine you are looking for a house or apartment to rent. Read the two ads. Then rewrite the opinions below using the words in parentheses.





- 1. There are only a few windows. (not enough)
- 2. It's not bright enough. (too)
- 3. It has only one bathroom. (not enough)
- 4. It's not convenient enough. (too)

- It's not spacious enough. (too)
- It's too old, (not enough).
- 7. It isn't safe enough. (too)
- 8. There's only one parking space. (not enough)

There aren't enough windows

Write comparisons of the house and apartment using these words and as . . . as. Then compare with a partner.

noisy bedrooms big

bathrooms space

expensive modern

private

convenient parking spaces The house isn't as noisy as the apartment.

The apartment doesn't have as many bedrooms as the house.

C Group work Which would you prefer to rent, the house or the apartment? Explain your reasons.

A: I'd rent the apartment because the house costs too much.

B: I'd choose the house. The apartment isn't big enough for my dogs!

PRONUNCIATION Unpronounced vowels

A 🕑 Listen and practice. The vowel immediately after a stressed syllable is frequently not pronounced.

average comførtable different interesting separate veggtable

Write four sentences using some of the words in part A. Then practice reading them with a partner. Pay attention to unpronounced vowels.

In my hometown, the average apartment has two bedrooms.

LISTENING Capsule hotels

A 🕑 Listen to Brad describe a "capsule hotel." Check (1) the words that best describe it.

| busy comfortable [] cramped

convenient dangerous expensive

B 🕑 Listen again. In addition to a bed, what else does the hotel provide? Write four things.



Pair work Would you like to stay in a capsule hotel? Why or why not?

WRITING A descriptive e-mail

A Imagine you've just moved to a new apartment. Write an e-mail to a friend comparing your old apartment to your new one.



Dear Emma

Dear Emma,

How are things with you? My big news is that Mike and I just moved to a new apartment! Do you remember our old apartment? It didn't have enough bedrooms for us. Well, the new apartment has three bedrooms. Also, the old apartment was too cramped, but the new one . . .

B Pair work Take turns reading each other's e-mails. Is there anything else you'd like to know about your partner's new apartment?

Common Wishes People Have About Their Lives | add more hours to the day | change my appearance | lmprove my personality | move to a new home | enjoy life more | become healthier | make new friends

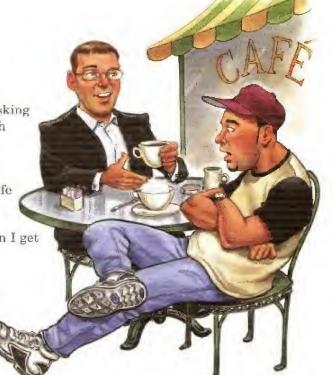
Based on interviews with adults between the ages of 18 and 50

Which of these wishes would be easy to do? Which would be difficult or impossible? Check (I) some of the things you would like to do. Then tell a partner why. What other things would you like to change about your life? Why?

8

CONVERSATION Making changes

A 🕑 Listen and practice. Brian: So, are you still living with your parents, Terry? Terry: I'm afraid so. I wish I had my own apartment. Brian: Why? Don't you like living at home? Terry: It's OK, but my parents are always asking me to be home before midnight. I wish they'd stop worrying about me. Brian: Yeah, parents are like that! Terry: And they expect me to help around the house. I hate housework. I wish life weren't so difficult. Brian: So, why don't you move out? Terry: Hey, I wish I could, but where else can I get free room and board? Listen to the rest of the conversation. What changes would Brian like to make in his life?



Wish O

Use wish + past tense to refer to present wishes.

I live with my parents.

I wish I didn't live with my parents.

I wish I had my own apartment.

I can't move out.

I wish I could move out.

Life is difficult.

I wish it were* easier.

I wish it weren't so difficult.

My parents won't stop worrying about me.

wish they would stop worrying about me.

She wishes she could wear contact lenses.

After wish, were is used with all pronouns.

A Read these facts about people's lives. Then rewrite the sentences using wish. (More than one answer is possible.)

- 1. Diane can't wear contact lenses.
- 2. Beth's class is so boring.
- 3. My parents can't afford a new car.
- 4. Dan can't fit into his old jeans.
- 5. I can't remember my PIN number.
- 6. Laura doesn't have any free time.
- Pair work Think of five things you wish you could change.
 Then discuss them with your partner.
- A: What do you wish you could change?
- B: Well, I'm not in very good shape. I wish I were more fit.

O SPEAKING Wish list

A What do you wish were different about these things? Write down your wishes.

my bedroom

my appearance

my possessions my skills

my school or job my family

B Group work Compare your wishes. Does anyone have the same wish?

A: I wish my bedroom were a different color. It's not bright enough.

B: Me, too! I wish I could paint my bedroom bright orange.

C: I like the color of my bedroom, but my bed is too small.

INTERCHANGE 3 Wishful thinking

Find out more about your classmates' wishes. Go to Interchange 3.



Break Those Bad Habits

Skim the article. What three bad habits does the article mention?

Some people leave work until the last minute, a lot of us can't stop gossiping, and others always arrive to events late. These aren't serious problems, but they are bad habits that can cause trouble. Habits like these waste your time and, in some cases, might even affect your relationships. What can you do about them? Read this advice to end your bad habits for good!

I Can Do It Tomorrow

- PROBLEM: Do you leave projects until the very last minute and then stay up all night to finish them?
- 2 SOLUTION: People often put things off because they seem overwhelming. Try dividing the project into smaller steps. After you finish each task, reward yourself with a snack or a call to a friend.



- 5 PROBLEM: Are you always late? Do your friends invite you to events a half hour early?
- 6 SOLUTION: Set an alarm clock. For example, if a movie starts at 8:00 and it takes 20 minutes to get to the theater, you have to leave at 7:40. Set the alarm to go off at the time you need to leave.

Guess What I Just Heard

- PROBLEM: Do you try not to talk about other people, but can't help yourself? Do you often feel bad after you've done it?
- 4 SOLUTION: First, don't listen to gossip. If someone tells you a secret, just say, "Really? I haven't heard that." Then think of some other news to offer – about yourself.

A Read the article. Then check (/) the best description of the	article.
--	----------

- 1. The article starts with a description and then gives advice.
- 2. The article starts with a description and then gives facts.
- 3. The article gives the writer's opinion.

B Where do these sentences belong? Write the number of the paragraph where each sentence could go.

- . a. You can also ask a friend to come to your home before the event.
- b. Ask yourself: "How would I feel if someone told my secrets?"
- c. Do you ever make up excuses to explain your unfinished work?
- d. Are you ever so late that the people you're meeting leave?
- e. You can also ask a friend to call you to ask about your progress.
- f. Are people afraid to tell you things about themselves?

C Pair work Can you think of another way to break each of these bad habits?



"I've never heard of that!





Sources: Fodor's South America; Fodor's Southeast Asia; www.globalgourmet.com

Which dishes are made with meat? with fish or seafood? Have you ever tried any of these dishes? Which ones would you like to try? What ethnic foods are popular in your country?

CONVERSATION Have you ever . . . ?

A 🕑 Listen and practice.

Steve: Hey, this sounds strange – snails with garlic. Have you ever eaten snails?

Kathy: Yes, I have, I had them here just last week.

Steve: Did you like them?

Kathy: Yes, I did. They were delicious! Why don't

you try some? Steve: No, I don't think so.

Waiter: Have you decided on an appetizer yet?

Kathy: Yes. I'll have a small order of the snails,

please.

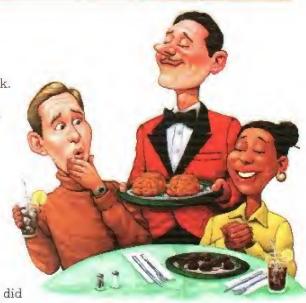
Waiter: And you, sir?

Steve: I think I'll have the fried brains.

Kathy: Fried brains? I've never heard of that!

It sounds scary.

B Listen to the rest of the conversation. How did Steve like the fried brains? What else did he order?



3 PRONUNCIATION Consonant clusters

A	(Listen	and	practice	. Notice	how	the	two	consonants	at	the
ber	rinn	ing of a	wor	rd are pr	onounce	ed tos	zeth.	er.			

 ΛI /t/ /n//p//k/ /m/spare brown blue smart snack skim start smile speak play step snow gray scan

Pair work Find one more word on page 22 for each consonant cluster in part A. Then practice saying the words.



GRAMMAR FOCUS

Simple past vs. present perfect

Use the simple past for completed events at a definite time in the past.

Use the present perfect for events within a time period up to the present.

Have you ever eaten snails?

Yes, I have. I tried them last month.

Did you like them?

Yes, I did. They were delicious.

Have you ever been to a Vietnamese restaurant?

No, I haven't. But I ate at a Thai restaurant last night.

Did you go alone?

No. I went with some friends.

-						6	
A	Complete	these	conversations.	Then	practice	with a	partner.

A: Have you ever (be) to a picnic at the beach?

	B:	Yes, I We (cook) hamburgers.
		Have you (try) sushi? No, I, but I'd like to.
		Did you (have) breakfast today? Yes, I (eat) a huge breakfast.
1.	A:	Have you ever (eat) Mexican food?

B: Yes, I (eat) some just last week.

B Pair work Ask and answer the questions in part A. Give your own information.

LISTENING What are they talking about?

(P)	Listen	to six p	eople a	sk que	estions	abo	ut food	and	drink	ina
rest	aurant.	Check	(/) the	item	that e	ach	person	is ta	lking	about.

1. Twater	2. Ta meal	3. [] soup	4. Toffee	5. Cake	6. The check
□ bread	a plate	T pasta	11 the meat	Coffee	11 the menu

6 SPEAKING Tell me more!

Pair work Ask your partner these questions and four more of your own. Then ask follow-up questions.

Have you ever been on a diet?

Have you ever tried ethnic food?

Have you ever been to a vegetarian restaurant?

Have you ever eaten something you didn't like?

- A: Have you ever been on a diet?
- B: Yes, I have.
- A: Did you lose any weight?
- B: No, I didn't. I actually gained weight!

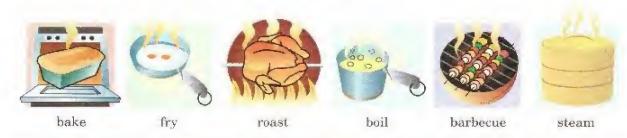


INTERCHANGE 4 Risky business

Find out some interesting facts about your classmates. Go to Interchange 4.

8 WORD POWER Cooking methods

A How do you cook the foods below? Check () the methods that are most common in your country. Then compare with a partner.



Methods	Foods									
bake	fish	shrimp	eggs	chicken	beef	potatoes	onions	eggplant	bananas	
fry	F 1	[]	11	F7				1 1	1.4	
roast	[1]	1]	[]	[1	1_1				[_]	
boil		1.1	1.1	[]	[7	FT	F1			
barbecue	1-1	1-1	11	[]	[]					
steam			FT	17	Γ1	1.1	[1			

- B Pair work What's your favorite way to cook or eat the foods in part A?
- A: Have you ever steamed fish?
- B: No, I haven't, I prefer to bake it.

9

PERSPECTIVES Family cookbook

A D Listen to this recipe for Elvis Presley's favorite peanut butter and banana sandwich.

3 tablespoons peanut butter

2 slices of bread

1 banana, mashed

2 tablespoons butter, melted

First, mix the peanut butter and mashed banana together.

Then lightly toast the slices of bread.

Next, spread the peanut butter and banana mixture on the toast. After that, close the sandwich and put it in a pan with melted butter.

Finally, fry the bread until it's brown on both sides.



B Pair work Look at the steps in the recipe again. Number the pictures from 1 to 5. Would you like to try Elvis's specialty?











10

GRAMMAR FOCUS

Sequence adverbs 0

First, mix the peanut butter and banana together.

Then toast the slices of bread.

Next, spread the mixture on the toast.

After that, put the sandwich in a pan with butter.

Finally, fry the sandwich until it's brown on both sides.

A Here's a recipe for barbecued kebabs. Look at the pictures and number the steps from 1 to 5. Then add a sequence adverb to each step.

.....put the meat and vegetables on the skewers.

..... put charcoal in the barbecue and light it.

.....take the kebabs off the barbecue and enjoy!

put the kebabs on the barbecue and cook for 10 to 15 minutes, turning them over from time to time.

cut up some meat and vegetables. Marinate them for 20 minutes in your favorite barbecue sauce.

B Pair work Cover the recipe and look only at the pictures. Explain each step of the recipe to your partner.



LISTENING Tempting snacks

A D Listen to people explain how to make these snacks. Which snack are they talking about? Number the photos from 1 to 4.









B Pair work Choose one of the recipes you just heard about. Can you remember how to make it? Tell your partner.



SPEAKING My favorite snack

Group work Take turns describing how to make your favorite snack. Then tell the class about the most interesting one.

- A: What's your favorite snack?
- B: Well, I like to make . . .
- C: How do you make it?
- B: First, you . . .

WRITING A recipe

A Read this recipe for a popular Hawaiian dish. Notice how the information is divided into a list of ingredients and how to make the dish.

Lomi Lomi Salmon

From the kitchen of

1/4 cup shredded salmon, uncooked 1 green pepper, diced

1 white onion, chopped

I green onions, sliced

2 tomatoes, diced

3/4 cup vinegar

Z tablespoons sugar

salt and pepper, to taste

Mix all ingredients together in a bowl. Cover and refrigerate overnight. Eat with rice as a light meal or on crackers as an appelizer.



- Now think of a dish you know how to make. First, write down the ingredients you need. Then describe how to make the dish.
- C Group work Read and discuss each recipe. Then choose the most interesting recipe to share with the class.

FOOD III MOOD

Skim the article. Then check (/) the statement you think will be the main idea.

■ Certain foods cause stress and depression.
■ Certain foods affect the way we feel.

We often eat to calm down or cheer up when we're feeling stressed or depressed. Now new research suggests there's a reason: Food changes our brain chemistry. These changes powerfully influence our moods. But can certain foods really make us feel better? Nutrition experts say yes. But what should we eat and what should we avoid? Here are the foods that work the best, as well as those that can make a bad day worse.

To Outsmart Stress

What's good? Recent research suggests that foods that are high in carbohydrates, such as bread, rice, and pasta, can help you calm down. Researchers say that carbohydrates cause the brain to release a chemical called serotonin. Serotonin makes you feel better.

What's bad? Many people drink coffee when they feel stress. The heat is soothing and the caffeine in coffee might help you think more clearly. But if you drink too much, you may become even more anxious and irritable.



What's good? Introduce more lean meat, chicken, seafood, and whole grains into your diet. These foods have a lot of selenium. Selenium is a mineral that helps people feel more relaxed and happy. You can also try eating a Brazil nut every day. One Brazil nut contains a lot of selenium.

What's bad? When they're feeling low, many people turn to comfort foods – or foods that make them feel happy or secure. These often include things like sweet desserts. A chocolate bar may make you feel better at first, but within an hour you may feel worse than you did before.





A Read the article. The sentences below are false. Correct each sentence to make it true.

- 1. We often eat when we feel calm.
- You should drink coffee to relieve stress.
- 3. Foods like chicken and seafood are high in carbohydrates.
- Carbohydrates cause the brain to release selenium.
- Serotonin makes you feel more anxious and irritable,
- 6. People usually eat comfort foods when they're feeling happy.
- 7. You shouldn't eat more than one Brazil nut a day.
- 8. Chocolate will make you feel better.

B Pair work What foods do you eat to feel better? After reading the article, which of the advice will you follow?

Units 3-4 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Make evaluations and comparisons using nouns and adjectives (Ex.) [П
Listen to, understand, and express wishes (Ex. 2)		[7]	
Talk about food using the simple past and the present perfect (Ex. 3)		[1	
Describe recipes using cooking methods and sequence adverbs (Ex.	1) 🗆	Γ 1	

O SPEAKING Apartment ads

A Pair work Use the ad and the topics in the box to write an ad for an apartment. Make the apartment sound as good as possible.

Quiet, Private Apartment

Small, but very comfortable, with many windows; located downtown; convenient to stores; 1 bedroom, 1 bathroom, 1-car garage; \$300 a month!

age	windows	parking
size	bathroom(s)	cost
location	bedroom(s)	noise

- Group work Join another pair. Evaluate and compare the apartments. Which would you prefer to rent? Why?
- A: There aren't enough bedrooms in your apartment.
- B: But it's convenient.
- C: Yes, but our apartment is just as convenient!

LISTENING | really need a change!

A Description Listen to three people talk about things they wish they could change. Check (1) the topic each person is talking about.

- 1. ☐ leisure time ☐ school
 2. ☐ skills ☐ hobbies
 3. ☐ opportunities ☐ appearance
- B D Listen again. Write one change each person would like to make.
- C Group work Use the topics in part A to express some wishes. How can you make the wishes come true? Offer suggestions.



SURVEY Food experiences

A Complete the survey with your food opinions and experiences. Then use your information to write questions.

Me	Name
1. I've tried , but I didn't really like it. Have you ever tried ? What did you think of it?	
2. One of the best foods I've ever eaten is	
4. I've never tried, but I'd like to.	
5. I've made for my friends and family.	

Class activity Go around the class and ask your questions. Find people who have the same opinions and experiences. Write a classmate's name only once.

- A: Have you ever tried peanut butter?
- B: Yes, I have.
- A: What did you think of it?
- B: I didn't really like it.





ROLE PLAY Iron Chef

Group work Work in groups of four. Two students are the judges. Two students are the chefs.

Judges: Think of a list of three ingredients for the chefs to use. You will decide which chef creates the best recipe.

Chefs: Think of a recipe using the three ingredients the judges give you and other basic ingredients. Name the recipe and describe how to make it.

"My recipe is called To make it, first you Then Next, "

Change roles and try the role play again.



WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

5 Going places

1

SNAPSHOT



Based on information from U.S. News and World Report; American Demographics

Which activities do you like to do on vacation? Check (✓) the activities.

Which activities did you do on your last vacation?

Make a list of other activities you like to do on vacation. Then compare with a partner.

2

CONVERSATION What are you going to do?

A D Listen and practice.

Julia: I'm so excited! We have two weeks off! What are you going to do?

Nancy: I'm not sure, I guess I'll just stay home, Maybe I'll watch a few DVDs. What

about you? Any plans?

Julia: Yeah, I'm going to relax at the beach with my cousin for a couple of weeks. We're going to go surfing every day.

Nancy: Sounds like fun.

Julia: Say, why don't you come with us?

Nancy: Do you mean it? I'd love to! I'll bring my surfboard!

B Listen to the rest of the conversation. Where are they going to stay? How will they get there?



Future with be going to and will 0

Use be going to + verb for plans you've decided on.

What are you going to do? I'm going to relax at the beach. We're going to go surfing every day. I'm not going to do anything special. Use will + verb for possible plans before you've made a decision.

What are you going to do? I'm not sure. I guess I'll just stay home. Maybe I'll watch a few DVDs. I don't know. I think I'll go camping, probably won't go anywhere.

A Complete the conversation with appropriate forms of	
be going to or will. Then compare with a partner.	
6	and the
A: Have you made any vacation plans?	1
B: Well, I've decided on one thing -	A CONTRACTOR
I go camping.	
A: That's great! For how long?	
B: I be away for a week.	
I only have five days of vacation.	
A: So, when are you leaving?	AFTA .
B: I'm not sure. I probably leave	學供
around the end of May.	拉洛
A: And where you go?	443
B: I haven't thought about that yet. I guess	000
I go to one of the national parks.	
A: That sounds like fun.	115
B: Yeah. Maybe 1 go	10
hiking and do some fishing.	
A; you rent a camper?	
B: I'm not sure. Actually, I probably	- Annual Control of the Control of t
rent a camper – it's too expensive.	-
A: you go with anyone?	-



- B Have you thought about your next vacation? Write answers to these questions. (If you already have plans, use be going to. If you don't have fixed plans, use will.)
- How are you going to spend your next vacation?
- 2. Where are you going to go?

B: No. I need some time alone. I travel by myself.

- 3. When are you going to take your vacation?
- 4. How long are you going to be on vacation?
- 5. Is anyone going to travel with you?

	I'm going to take my next vacation
	OR
4	I'm not sure. Maybe I'll ,

C Group work Take turns telling the group about your vacation plans. Use your information from part B.



WORD POWER Travel planning

A Complete the chart. Then add one more word to each category.

backpack fir cash hi credit card m

first-aid kit hiking boots medication

overnight bag passport plane ticket shorts suitcase traveler's checks

vaccination visa

visa windbreaker

Money	Health	Documents	Luggage
			11 1
*(1	1 111411414		
	• ()	· ()	Money Health Documents

B Pair work What are the five most important items you need for these vacations: a trip to a foreign country? a rafting trip? a mountain-climbing expedition?



INTERCHANGE 5 Fun vacations

Decide between two vacations. Go to the back of the book. Student A find Interchange 5A; Student B find Interchange 5B.

6

PERSPECTIVES Travel advice

A D Listen to these pieces of advice from experienced travelers.

"You should tell the driver where you're going before you get on. And you have to have exact change for the fare." - Patrick

"You should try some of the local specialties, but you'd better avoid the stalls on the street." - Paul

"You ought to keep a copy of your credit card numbers at the hotel. And you shouldn't carry a lot of cash when you go out." — Luis "In most countries, you don't have to have an international driver's license, but you must have a license from your own country. You also need to be over 21." — Jackie

"You ought to pack a first-aid kit and any medication you need. You shouldn't drink water from the tap." — Susan

- B Pair work Look at the advice again. What topic is each person talking about?
- A: Paul is probably talking about food, because he mentions "specialties."
- B: And I think Jackie is giving advice about . . .

Modals for necessity and suggestion 0

Describing necessity

You must have a driver's license.

You need to make a reservation.

You have to get a passport.

You don't have to get a visa.

Giving suggestions

You'd better avoid the stalls on the street.

You ought to pack a first-aid kit.

You should try some local specialties.

You shouldn't carry a lot of cash.

A Choose the best advice for someone who is going on vacation.

Then compare with a partner,

 You make hotel reservations in advance. It might be difficult to find a room after you get there. (have to / 'd better)

You carry identification with you. It's the law! (must / should)

3. You buy a round-trip plane ticket because it's cheaper. (must / should)

 You _____ pack too many clothes. You won't have room to bring back any gifts. (don't have to / shouldn't)

You check out of most hotel rooms by noon if you don't want to pay for another night, (need to / ought to)

You buy a new suitcase because your old one is getting shabby. (have to / ought to)

B Pair work Imagine you're going to travel abroad.

Take turns giving each other advice.

"You must get the necessary vaccinations."

- 1. You . . . get the necessary vaccinations.
- 2. You . . . take your ATM card with you.
- You . . . get the visa required for each country.
- 4. You . , . forget to pack your camera.
- 5. You . . . have a passport to enter a foreign country.
- 6. You . . . change money before you go. You can do it when you arrive.

C Group work What advice would you give someone who is going to study English abroad? Report your best ideas to the class.

8

PRONUNCIATION Linked sounds with /w/ and /y/

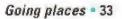
Listen and practice. Notice how some words are linked by a /w/ sound, and other words are linked by a /y/ sound.

You should know about local conditions.

You shouldn't carry a lot of cash.

You ought to do it right away.

You must be over 18 years old.



LISTENING Tourist tips

☐ planning a trip ☐ safety ☐ money ☐ eating out ☐ tours ☐ history

B Disten again. For each topic, write one piece of advice she gives.

WRITING Travel suggestions

A Imagine someone is going to visit your town, city, or country. Write a letter giving some suggestions for sightseeing activities.

Dear Rosa,

I'm so glad you're going to visit Prague! As you know, Prague is the capital of the Czech Republic. It's a very beautiful city, so you should bring your camera. Also, you ought to bring some good shoes, because we're going to walk a lot. It will be warm, so you don't have to pack...



Pair work Exchange letters. Is there anything else the visitor needs to know about (food, money, business hours, etc.)?

DISCUSSION Dream vacation



A Pair work You just won a free 30-day trip around the world. Discuss the following questions.

When will you leave and return?
Which route will you take?
Where will you choose to stop? Why?
How many days will you spend in each place?

B Pair work What do you need to do before you go? Discuss these issues.

visas hotel reservations vaccinations money what to buy and pack

A: We'd better find out if we need to get any visas.

B: Yes, and I think we ought to buy some guidebooks.

tips would you offer beginners?

Getting Away From It All

Check (V) the statements you think are true. Then scan the article to check your answers.

Mear layers of clothing to go backpacking.

Put heavy items at the top of your backpack.

20 ye time	cars. He often spends up to 30 days at a outdoors. In a recent interview with door Magazine, he offered some expert for new backpackers.	
MO:		
OM:	The two most important things to know are how to dress comfortably and how to pack your equipment well.	OM: MO: Access and balance are the keys to packing well. First, access: Don't bury things you
MO:	They need to understand the purpose of outdoor clothing. Clothes need to keep you warm in the cold, block the wind, and keep you dry in the rain. In hot environments, clothes should also protect you from the sun. You don't have control over the weather or the temperature. So you should dress in light layers of clothing. That way, if you are hot, you can take off clothes. And if you are cold, you can add clothes.	need – such as extra clothes, food, or water – at the bottom of your backpack. Second, balance: Remember, you're going to wear your backpack. It has to be balanced or you could fall over! Don't make your pack too heavy at the top or bottom. It's best to keep the heaviest items close to your back. OM: MO: Yes, Have fun! That's the only reason to do it!
1. Wh		low should people dress for backpacking?
3. An;	y final words?	Why do you spend so much time in the wilderness?
B Co	mplete the summary with information fro	m the article.
things over	to remember: and	nners, he says that there are important Because you don't have control The keys to packing are and om of your backpack. And don't make your pack
C Gr	oup work Choose a sport or activity you k	now well. What "expert"

OK. No problem!





Based on information from America Online's Parent Resource Site

Which complaints seem reasonable? Which ones seem unreasonable? Why? Check (I) a complaint you have about a family member.

What other complaints do people sometimes have about family members?

CONVERSATION Turn down the TV!

A 🕑 Listen and practice.

Mr. Field: Jason . . . Jason! Turn down the TV, please.

Jason: Oh, but this is my favorite program!

Mr. Field: I know. But it's very loud.

Jason: OK. I'll turn it down.

Mr. Field: That's better. Thanks.

Mrs. Field: Lisa, please pick up your things. They're all over the floor.

Lisa: In a minute, Mom. I'm on the phone.

Mrs. Field: All right. But do it as soon as you hang up.

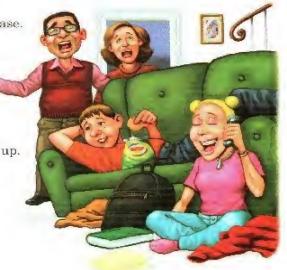
Lisa: OK. No problem!

Mrs. Field: Goodness! Were we like this when

we were kids?

Mr. Field: Definitely!

Listen to the rest of the conversation. What complaints do Jason and Lisa have about their parents?



Two-part verbs; will for responding to requests 🚯

With nouns

Turn down the TV. Turn the TV down. Pick up your things.

Pick your things up.

With pronouns

Turn it down.

Pick them up.

Requests and responses

Please turn down the music. OK. I'll turn it down.

Pick up your clothes, please. All right. I'll pick them up.

A Complete the requests with these words. Then compare with a partner.











the books

the toys

the radio

your jacket

the TV











your boots

the yard

the lights

the trash

1.	Pick up the toys , please.
2.	Turn off, please.
3.	Clean up, please
4.	Please put away.

- 6. Please take off 7. Hang up, please.
 - 8. Please take out
 - 9. Please let out.

- 5. Please turn down
- 10. Turn on , please.
- B Pair work Take turns making the requests above. Respond with pronouns.
- A: Pick up the toys, please.
- B: No problem. I'll pick them up.

PRONUNCIATION Stress in two-part verbs

A 🕑 Listen and practice. Both words in a two-part verb receive equal stress.

Pick the toys. Turn off the light. Pick the toys up. Turn the light off.

Pick them ир. Turn it off.

Write four more requests using the verbs in Exercise 3. Then practice with a partner. Pay attention to stress.

(5)

WORD POWER Household chores

A Find a phrase that is usually paired with each two-part verb. (Some phrases go with more than one verb.) Then add one more phrase for each verb.

the garbage the mess the newspapers your coat the groceries the microwave the towels your laptop

put away			turn on	F = 10 11	On expension of the
pick up		***************************************	turn off	- Maric actionness-	
hang up		0.000	throw out		
clean up	()[(()=()	1	take out		

What requests can you make in each of these rooms? Write four requests and four unusual excuses. Use two-part verbs.

the kitchen the bathroom the living room the bedroom

C Pair work Take turns making the requests you wrote in part B. Respond by giving an unusual excuse.

- A: Kim, please clean up your mess in the kitchen.
- B: Sorry, I can't clean it up right now. I have to take the cat out for a walk.



6

LISTENING Family life

A D Listen to the results of a survey about family life. For each question, write men (M), women (W), boys (B), or girls (G).

Who is the messiest in the house?
Who does most of the work in the kitchen?
Who usually takes out the garbage?
Who worries most about expenses?

B Listen again. According to the survey, what specific chores do men, women, boys, and girls usually do? Take notes.

C Group work Discuss the questions in parts A and B. Who does these things in your family?



PERSPECTIVES Would you mind . . . ?

A Listen to the requests people make of their neighbors. Have you ever made a similar request? Has anyone ever asked you to do these things?

"Could you please tell me the next time you have a party? I'd like to make sure I'm not at home."

"Can you turn the stereo off, please? The walls are really thin, so the sound goes through to my apartment."

"Would you mind closing the door behind you and making sure it locks? We don't want any strangers to enter the building."

"Would you please tell your guests to use the visitor parking spaces? A lot of cars have been using my space recently."

"Would you mind not putting your garbage in front of your door?

It's not very pleasant to see it in the hallway."



B Look at the requests again. Which are reasonable? Which are unreasonable?

8

GRAMMAR FOCUS

Requests with modals and Would you mind . . . ? O

Modal + simple form of verb

Can you turn the stereo off?
Could you close the door, please?
Would you please take your garbage out?

Would you mind . . . + gerund

Would you mind turning the stereo down?
Would you mind closing the door, please?
Would you mind not putting your garbage here?

A Match the requests with the appropriate responses. Then compare with a partner and practice them. (More than one answer may be possible.)

- Could you lend me twenty dollars?
- 2. Can you get me a sandwich?
- 3. Can you help me move to my new house?
- 4. Would you mind not sitting here?
- 5. Could you move your car from my space?
- 6. Would you mind not talking so loudly?
- a. We're sorry. We'll talk more quietly.
- b. I'm sorry. I'll do it right away.
- c. Sorry. I didn't realize this seat was taken.
- d. Are you kidding? I don't have any cash.
- e. I'm really sorry, but I'm busy.
- f. Sure, no problem. I'd be glad to.
- B Pair work Take turns making the requests in part A. Give your own responses.
- Class activity Think of five unusual requests. Go around the class and make your requests. How many people accept? How many refuse?
- A: Could you lend me your toothbrush?
- B: Oh, I'm sorry. I don't have it with me.

A Think of three complaints you have about your neighbors. Write three requests you want to make. Choose from these topics or use ideas of your own.

garbage guests noise parking pets security

B Pair work Take turns making your requests.
The "neighbor" should apologize by giving an excuse, admitting a mistake, or making an offer or promise.

A: Would you mind not putting your garbage in the hallway? B: Oh, I'm sorry. I didn't realize it bothered you.

different ways to apologize

give an excuse "I'm sorry. I didn't realize . . ."
admit a mistake "I forgot I left it there."
make an offer "I'll take it out right now."

make a promise "I promise I'll . . . / I'll make sure to . . .



1

INTERCHANGE 6 That's no excuse!

How good are you at apologizing? Go to Interchange 6.

1

WRITING A set of guidelines

A Pair work Imagine that you live in a large apartment building. Use complaints from Exercise 9 and your own ideas to write a set of eight guidelines.

The Riverview Apartments

Please read the following tenant association guidelines. Feel free to contact Joseph (#205) or Tina (#634) if you have any questions.

- 1. The pool summer hours are 8 A.M. to 9 P.M. Please clear the area by 9 P.M.
- 2. Can everyone make an effort to keep the laundry room clean? Please pick up after yourself!
- Would you mind not picking the flowers in the garden?
 They're for everyone's enjoyment.

Solution Take turns reading your guidelines aloud. What is the best new guideline? the worst one?

Neighbor vs. Neighbor

Read the situations in the list below. What would you do in each situation?

- The woman in the apartment upstairs plays her piano after midnight.
- The family across the street never cleans up their yard. The garbage blows into your yard.
- The guy next door always parks his car in front of your driveway.

Have things like this ever happened to you? If so, you may ask yourself, "Who are these people? Why are they doing these things to me?"

These days, many people don't know their neighbors. Sometimes we share a friendly wave or say hello, but a lot of people don't even know their neighbors' names! When you don't know someone, it's easy to build up frustration and resentment. You think, "Maybe they like to annoy me," or "Maybe they do it deliberately."



Believe it or not, your neighbors probably don't mean to irritate you. Often, they don't even know that they're getting on your nerves. So before you take extreme measures to fix the problem, you should discuss it with them first.

When you approach your neighbors, you should talk to them in a friendly manner. Compliment their children or do something else to make them feel good. Then explain the situation. And if you can think of a simple solution, suggest it.

If talking doesn't work, ask another person to help. This person can listen to both sides of the story and help you and your neighbor resolve the situation.

Finally, sometimes it's a good idea to avoid the problem. Depending on the issue, it might be best to just stay out of your neighbor's way.

A Read the article. Find the words in *italics* in the article. Then match each word with its meaning.

- 1. resentment
- a. a way of behaving
- 2. deliberately
- b, anger that grows over time
- 3. irritate
- c. end a problem or difficulty
- 4. measure
- d. on purpose
- 5. manner

..... 6. resolve

- e. a step taken in order to achieve something
- f. bother or annoy
- B Check (✓) the questions that the article answers.

 Then find sentences in the article that support your answers.
- 1. Why don't many people know their neighbors?
- 2. Why do we become angry at neighbors?
- 3. What are some extreme measures you can take to solve a problem?
- 4. How should you approach a neighbor about a problem?
- 5. What can you do when discussion doesn't work?

C Pair work Have you ever had a problem with a neighbor, classmate, or co-worker? How did you resolve it?

Units 5-6 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can a sure	Very well	OK	A little
Listen to and understand plans using be going to and will (Ex. 1)			
Ask and answer questions about plans using be going to and will (Ex. 2)	1-1	[1	[]
Give travel advice using modals for necessity and suggestion (Ex. 2)		F1	
Make requests using two-part verbs (Ex. 3)		[]	[1
Apologize, give excuses, and accept or refuse requests using will (Ex. 3, 4	1) [1	1 1	1 1
Make requests using modals and Would you mind ? (Ex. 4)			[-1

LISTENING Summer plans

A D Listen to Judy, Paul, and Brenda describe their summer plans. What is each person going to do?

	Summer plans	Reason
1. Judy		
2. Paul	***************************************	
3. Brenda		

B Listen again. What is the reason for each person's choice?

DISCUSSION Planning a vacation

A Group work Imagine you are going to go on vacation. Take turns asking and answering these questions.

- A: Where are you going to go on your next vacation?
- B: I'm going to go to Hawaii.
- C: What are you going to do?
- B: I'm going to go camping and hiking. Maybe I'll try rock climbing.
- A: Why did you choose that?
- B: Well, I really enjoy nature. And I want to do something different!
- **B** Group work What should each person do to prepare for his or her vacation? Give each other advice.



ROLE PLAY Excuses, excuses!

Student A: Your partner was supposed to do some things, but didn't. Look at the pictures, and make a request about each one.











Student B: You were supposed to do some things, but didn't. Listen to your partner's requests. Apologize and either accept the request or give an excuse.

- A: You left the towels on the floor, Please hang them up.
- B: I'm sorry. I forgot about them. I'll hang them up right now.

Change roles and try the role play again.



GAME Could you do me a favor?

A Write three requests on separate cards. Put an X on the back of two of the cards.

Can you cook dinner tonight? Could you get me a cup of coffee?

Would you mind closing the window?

Can you cook

B Class activity Shuffle all the cards together. Take three new cards.

Go around the class and take turns making requests with the cards. Hold up each card so your classmate can see the back.

When answering:

X on the back = refuse the request and give an excuse

No X = accept the request





WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

7 What's this for?





Sources: The People's Almanac Presents the 20th Century; www.about.com

Circle the things that you use every day or almost every day.

Which invention do you think is the most important? the least important?

What are some other things you use every day?

2

PERSPECTIVES Computer usage

A D How do you use your computer, or how would you use a computer if you had one? Listen and respond to the statements.

use/would use a computer	Often	Sometimes	Hardly ever	Never
to send and receive e-mails	1. 1	[1		1 1
for paying bills	1 1	[1	land.	[]
to play games		[7]		
to find information on the Web	T-1	[7]	FT	11
for doing school assignments			17	11
to learn languages		471	11	
for writing letters	1-1	17		П
to check the weather	[1	1.1	11	
to read the news		F1	1.1	
for downloading music		[]	1.7	

B Pair work Compare your answers. Are your answers similar or different?

Infinitives

Gerunds

I use my computer to send e-mails. Computers are often used to pay bills. I use my computer for sending e-mails. Computers are often used for paying bills.

A What do you know about this technology? Complete the phrases in column A with information from column B. Then compare with a partner. (More than one answer is possible.)

A

Satellites are used . . .

Robots are sometimes used . . .

You can use a cell phone . . .

4. People use the Internet . . .

DNA fingerprinting is used . . .

CD-ROMs are used . . .

B

Infinitives and gerunds for uses and purposes Q

study the world's weather perform dangerous tasks read the latest weather report transmit telephone calls send text messages identify criminals make travel reservations transmit television programs store an encyclopedia





Satellites are used to study the world's weather. Satellites are used for studying the world's weather.

Group work Think of three more items of technology. Then talk about possible uses for each one.

"You can use DVD players to watch movies and to play CDs."



PRONUNCIATION Syllable stress

A (b) Listen and practice. Notice which syllable has the main stress.

satellite Internet photograph invention assignment computer

0 & U CD-ROM engineer entertain

B (b) Where is the stress in these words? Add them to the columns in part A. Then listen and check.

transmission robotics VCR. understand telephone languages



WORD POWER The world of computers

A Complete the chart with words and phrases from the list. Add one more to each category. Then compare with a partner.

✓ browse Web sites cut and paste disk drive double-click (on) drag and drop geek hacker highlight text keyboard monitor mouse scan photographs surf the net technophile

play games whi

People who are "into" computers	Types of computer hardware	Fun things to do with a computer	Things to do with a mouse
		browse Web sites	
		ele e	
		== == == == == == == == == == == == ==	

B Group work Discuss how computers have changed our lives. Ask and answer questions like these:

How do computers make your life easier? more difficult?

How do computers affect the way you spend your free time?

How do computers influence the kinds of jobs people have?

What kinds of problems do computers cause? Do you know anyone who is a computer whiz? Are hackers a problem where you live?





LISTENING Off-line - and proud!



A Guess the answers to the questions below.

Then listen to a radio program about the Internet and check your answers.

What percentage of the population never uses the Internet? What kinds of people don't use the Internet?

What does the term "net evaders" mean? What are "Internet dropouts"? Why do some people become Internet dropouts?

CONVERSATION Can I borrow your phone?

A (b) Listen and practice.

Jenny: Can I borrow your phone to call my boss?

Richard: I can't believe you still don't have a cell

phone. Here you go.

Jenny: Thanks. Now, what do I need to do?

Richard: First of all, be sure to turn it on. And don't

forget to dial the area code.

Jenny: OK, I can see the number, but I can't hear anything.

Richard: That's because you haven't pressed the

"call" button.

Jenny: Oh, good. It's ringing.

Richard: Try not to get too excited. You'll probably

get his voice mail.

Jenny: You're right, It's a recording.

Richard: Make sure to hit the "end" button or else

you'll leave our conversation on his voice mail!

B () Listen to the rest of the conversation. Who does Jenny want to call next?



8

GRAMMAR FOCUS

Imperatives and infinitives for giving suggestions 🐠

Be sure to turn it on.

Don't forget to dial the area code.

Make sure to hit the "end" button.

Remember to pay the bill every month.

Try not to talk for too long.

A Look at these suggestions. Which ones refer to an alarm system (AS)? a cell phone (CP)? a laptop computer (LC)? (More than one answer is sometimes possible.) Then think of another suggestion for each thing.

- 2. Don't forget to write down your secret code.
- 3. Remember to turn it off as soon as you come in the door.
- 4. Try not to get it wet or the keys may get stuck.
- 5. Make sure to set it each time you leave home.
- 6. Remember to recharge the batteries before they die.
- 7. Be sure to turn it off before bed or a call may wake you up.

B Group work Take turns giving suggestions for using the items in part A. Use these phrases.

Make sure to ... Try to ... Remember to ... Be sure not to ... Try not to ... Don't forget to ...

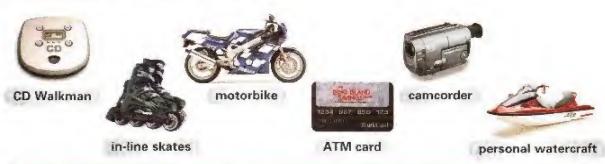




SPEAKING Free advice

A Distento people give advice about three of the things below.

Write the name of each item in the chart.



Item	Advice
1	
2	
3.	

- B D Listen again. Complete the chart. Then compare with a partner.
- C Pair work What do you know about the other things in part A? What advice can you give about them?

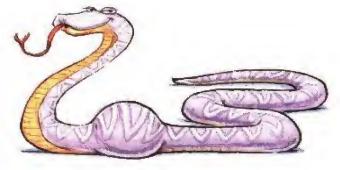
1 INTERCHANGE 7 Talk radio

Give callers to a radio program some advice. Go to Interchange 7.

WRITING A note giving instructions

A Imagine a friend is going to stay in your home while you're on vacation. Think of three unusual things you want him or her to do. Then write a note giving instructions.

Su Jin,
Thanks again for agreeing to
house-sit for me. Please remember
to do these three things: First,
make sure to feed Owen, my pet
snake, or else he'll escape and
move around the house. Also, don't
forget to ...



B Group work Take turns reading your notes aloud. Who gave the most unusual instructions?

A Day in Your Life — In the Year 2020

Scan the article. Then add the correct heading to each paragraph. Getting Around Working Shopping Relaxing Eating Communicating

eople used to know more or less how their children would live. Now things are changing so quickly that we don't even know what our own lives will be like in a few years. What follows is how experts see the future.

You're daydreaming behind the wheel of your car, but that's OK. You have it on automatic pilot, and with its high-tech computers, your car knows how to get you home safely.

You head for the kitchen when you get home. You ordered groceries by computer an hour ago, and they've been delivered. You paid for them before they arrived. The money was automatically deducted from your bank account. Nobody uses cash anymore.

What's for lunch? In the old days, you used to stop off to get a hamburger or pizza. Now you use your diagnostic machine to find out which foods your body needs. Your food-preparation machine makes you a salad.



After lunch, you go down the hall to your home office. Here you have everything you need to do your work. You never have to commute to work anymore.

Your information screen says that you've received a message from a co-worker in Brazil. You set your computer to translate Portuguese into English. Your co-worker's face appears on the screen, and the translation appears at the bottom.

You finish working and go back to your living room. You turn on the television and look through the list of new movies. It's like having a video store in your home. How about a classic tonight? Maybe Back to the Future?

A Read the article. Check (/) True or False for each statement about the future. Then write true information for each false statement.

True	raise
E-3	11

- 1. You need to pay attention while driving. Your car has automatic pilot. 2. You pay for your groceries when they arrive.
 - 3. People don't use cash anymore.
 - 4. You usually buy a hamburger or pizza for lunch.
- 5. You need to go to the office every day. You and your co-workers have to speak the same language.
- 7. When you get a message, you can see the sender's face. 8. You have to go to a video store to rent movies.

Pair work Which changes sound the most interesting? the most useful? Are there any changes that you don't like?

8 Let's celebrate!





Source: Reader's Digest Book of Facts

Which of these holidays celebrate people? Which celebrate events?

Do you celebrate these or similar holidays in your country?

What other special days do you have? What's your favorite holiday or festival?

2 WORD POWER

Pair work Complete the word map. Add one more word to each category. Then describe a recent celebration using some of the words.

anniversary
cake
cards
dancing
fireworks
flowers
fruit punch
parade
party
presents
roast turkey
wedding



- A: I went to a friend's birthday party recently. There was live music and dancing.
- B: What kind of music did they play?

PERSPECTIVES Special days

A (Listen to people discuss some special days of the year.



"My favorite holiday is Thanksgiving. It's a day when North Americans celebrate the harvest. Everyone in the family gets together at our house. I cook a large turkey and serve it with cranberry sauce."



"February 14 is the day when people give cards and presents to the ones they love. I'm really looking forward to Valentine's Day this year! I already have the perfect gift for my boyfriend."



"I can't wait until the end of the year! New Year's Eve is a night when I have fun with my friends. We usually have a party at someone's house. We stay up all night and then go out for breakfast in the morning."

B Pair work Look at the statements again. Do you like any of the holidays? Which ones?



GRAMMAR FOCUS

Relative clauses of time 🚯

Thanksgiving is a day February 14 is the day New Year's Eve is a night when North Americans celebrate the harvest.
when people give cards to the ones they love.
when I have fun with my friends.

A How much do you know about these days and months? Complete the sentences in column A with information from column B. Then compare with a partner.

A

- 1. New Year's Day is a day when
- 2. April Fools' Day is a day when
- 3. May and June are the months when ...
- 4. Valentine's Day is a day when
- 5. Labor Day is a day when
- 6. February is the month when

B

- a. Brazilians celebrate Carnaval.
- b, people have parties with family and friends.
- c. many young adults choose to get married.
- d. people in many countries honor workers.
- e. people express their love to someone.
- f. people sometimes play tricks on friends.

B Complete these sentences with your own information. Then compare with a partner.

Winter is the season . . .
Birthdays are days . . .
Spring is the time of year . . .

Mother's Day is a day . . . July and August are the months . . . A wedding anniversary is a time . . .

LISTENING Carnaval time



A Mike has just returned from Brazil.

Listen to him talk about Carnaval.

What did he enjoy most about it?

B (b) Listen again and answer these questions.

What is Carnaval? How long does it last? When is it? What is the samba?

SPEAKING Special days

A Pair work Choose your three favorite holidays. Tell your partner why you like each one.

- A: I really like New Year's Day.
- B: What do you like about it?
- A: Well, it's a day when I make my New Year's resolutions.

B Class activity Take a class vote. What are the most popular holidays in your class?



WRITING A travel guide

A Write a paragraph for a travel magazine about a festival or celebration where you live. When is it? How do people celebrate it? What should a visitor be sure to see and do?

The annual fireworks festival in Yenshui, Taiwan, occurs on the last day of the New Year celebration. This is the first full moon of the new lunar year. It's a day when people explode fireworks in the streets, paint their faces, and dress up as . . .



B Pair work Read your partner's paragraph. What do you like about it? Can you suggest anything to improve it?

CONVERSATION Wedding day

A (*) Listen and practice.

Jill: Your wedding pictures are really beautiful, Emiko.

Emiko: Thank you. Those pictures were taken right after the ceremony.

Jill: Where was the ceremony?

Emiko: At a shrine. When people get married in Japan, they sometimes have the ceremony at a shrine.

Jill: That's interesting. Were there a lot of

people there?

Emiko: Well, usually only family members and close friends go to the ceremony. But afterward we had a reception with family and friends.

Jill: So, what are receptions like in Japan?

Emiko: There's a big dinner, and after the food is served, the guests give speeches or sing songs.

Jill: It sounds like fun.

Emiko: It really is. And then, before the guests leave, the bride and groom give them presents.

Jill: The guests get presents? Emiko: Yes, and the guests give money to the bride and groom.

Listen to the rest of the conversation. What did the bride and groom give each guest?







PRONUNCIATION Stress and rhythm

A (Listen and practice. Notice how stressed words and syllables occur with a regular rhythm.

When people get married in Japan, they sometimes have the ceremony at a shrine.

Listen to the stress and rhythm in these sentences. Then practice them.

After the ceremony, there's a reception with family and friends.

Before the guests leave, the bride and groom give them presents.

The guests usually give money to the bride and groom.

Adverbial clauses of time 🔘

When people get married in Japan, After the food is served. Before the guests leave,

they sometimes have the ceremony at a shrine. the guests give speeches or sing songs. the bride and groom give them presents.

What do you know about wedding customs in North America? Match these phrases with the information below.

- Before a man and woman get married, they usually
- 2. When a couple gets engaged, the man often
- 3. Right after a couple gets engaged, they usually
- When a woman gets married, her family usually
- When people are invited to a wedding, they almost always
- 6. Right after a couple gets married, they usually
- a. pays for the wedding and reception.
- d. gives the woman a diamond ring.
- b. go on a short trip called a "honeymoon."
- e. begin to plan the wedding.
- c. give the bride and groom a gift or some money.
 f. "date" each other for about a year.

Pair work What happens when people get married in your country? Complete the statements in part A with your own information. Pay attention to stress and rhythm.

INTERCHANGE 8 Once in a blue moon

How do your classmates celebrate special events? Go to Interchange 8.

SPEAKING That's an interesting custom.

A Group work Do you know any interesting customs related to the topics below? Explain a custom and discuss it with your classmates.

births marriages courtship good luck seasons

A: I know a custom from the Philippines. When a boy courts a girl, he stands outside her house and sings to her.

- B: What kinds of songs does he sing?
- C: Romantic songs, of course!
- B Class activity Tell the class the most interesting custom you talked about in your group.



Unique GUSTOMS

Look at the photos. What do you think is happening in each picture?

- 1 January 17 is St. Anthony's Day in Mexico. It's a day when people ask for protection for their animals by bringing them to church. But before the animals go into the church, the people usually dress them up in flowers and ribbons.
- 2 On August 15 of the lunar calendar, Koreans celebrate Chusok, also known as Korean Thanksgiving. It's a day when people give thanks for the harvest. Korean families honor their ancestors by going to their graves to take them rice and fruit and clean the gravesites.
- Long ago in India, a princess who needed help sent her silk bracelet to an emperor. Although he did not arrive in time to help her, he kept the bracelet as a sign of the bond between them. Today in India, during the festival of **Rakhi**, men promise to be loyal to their women. In exchange, the women give them a bracelet of silk, cotton, or gold thread.
- 4 One of the biggest celebrations in Argentina is **New Year's Eve.**On the evening of December 31, families get together and have a big meal. At midnight, fireworks explode everywhere and continue throughout the night. This is a day when friends and families meet for parties, which last until the next morning.
- 5 On the evening of February 3, people in Japan celebrate the end of winter and the beginning of spring. This is known as **Setsubun**. Family members throw dried beans around their homes, shouting, "Good luck in! Evil spirits out!" After they throw the beans, they pick them up and eat one bean for each year of their age.







A Read the article. Then answer these questions.

- 1. How do people in Mexico dress their animals on St. Anthony's Day?
- 2. Why do Koreans celebrate Chusok?
- 3. Why do Indian women give men a bracelet for the festival of Rakhi?
- 4. What do families in Argentina do on New Year's Eve?
- 5. What do Japanese families do during Setsubun?

B What do these words refer to? Write the correct word(s).

1. them (par. 1, line 2) 4. them (par. 3, line 5) 5. This (par. 4, line 4) 6. them (par. 5, line 5)

C Pair work Do you know of a celebration or custom that is similar to those in the article? Describe it.

Units 7-8 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

4 can	Very well	OK	A little
Describe uses and purposes using infinitives and gerunds (Ex. 1)		[]	J 1
Give instructions and advice using imperatives and infinitives (Ex. 2)		11	1-1
Describe special days using relative clauses of time (Ex. 3)	f 1	F	l l
Listen to and understand information using adverbial clauses of time (Ex.	4)	F 1	
Ask and answer questions using adverbial clauses of time (Ex. 5)		1 1	1.1

GAME What is it?

A Pair work Think of five familiar objects. Write a short description of each object's use and purpose. Don't write the name of the objects.

It's electronic. You connect it to your TV. It's used for playing movies. You can also use it to record TV shows.



B Group work Take turns reading your descriptions and guessing the objects. Keep score. The pair with the most correct answers wins.

2

ROLE PLAY Stressful situations

Student A: Choose one situation below. Decide on the details and answer Student B's questions. Then get some advice. Start like this: I'm really nervous. I'm . . .

going on a job interview What's the job?

What are the responsibilities? Who is interviewing you? going on a first date

Who is it with? Where are you going? When are you going? giving a speech

What is it about? Where is it?

How many people will be there?

Student B: Student A is telling you about a situation.

Ask the appropriate questions above.

Then offer two pieces of advice.

Change roles and try the role play again.

useful exp	ressions
Try to	Try not to
Remember to	Be sure to
Don't forget to	Make sure to

3

SPEAKING My own holiday

A Pair work Choose one of these imaginary holidays or create your own. Then write a description of the holiday. Answer the questions below.







What is the name of the holiday? When is it? How do you celebrate it?

World Smile Day is a day when you have to smile at everyone. It's on June 15, the last day of school. People have parties, and sometimes there's a parade!

B Group work Read your description to the group. Then vote on the best holiday.

4

LISTENING Marriage customs

A D Listen to some information about unusual marriage customs. Check () True or False for each statement.

	True	False
1. When two women of a tribe in Paraguay want to marry the same man, they		
have a boxing match.	1	6.1
2. When people get married in Malaysia, they have to eat cooked rice.	1	F3
3. In Italy, before a couple gets married, a friend or relative releases two white doves.	1 1	1 1
4. In some parts of India, when people get married, water is poured over them.	1 1	(7)

B (Listen again. Correct the statements that you marked false.

5

DISCUSSION In your country . . .

Group work Talk about marriage in your country. Ask these questions and others of your own.

How old are people when they get married? What happens after a couple gets engaged? What happens during the ceremony? What do the bride and groom wear? What kind of food is served at the reception? What kinds of gifts do people usually give?



WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Back to the future

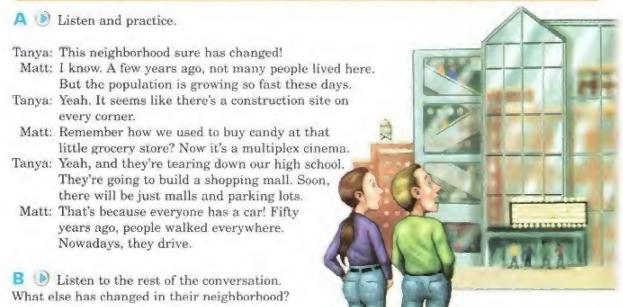




Sources: New York Public Library Book of Chronologies; New York Public Library Desk Reference

Which of these past and present developments are the most important? Why? Do you think any of the future developments could happen in your lifetime? How will clothing and music be different in the future? Suggest two differences.

CONVERSATION This neighborhood has changed!



Time contrasts

A few years ago, not many people lived here. People used to shop at grocery stores.

Fifty years ago, people walked everywhere.

Present

These days, the population is growing so fast. Today, people shop at supermarkets. Nowadays, people drive

their cars instead.

Future

Soon, there will be a lot of shopping malls. In twenty years, people might buy groceries by computer. In the future, people are going to use cars even more.

A Match the phrases in column A with the appropriate information from column B. Then compare with a partner.

A

1. Before the automobile,

Before there were supermarkets,

3. About five hundred years ago,

In most offices today,

In many cities nowadays,

6. Soon.

7. In the next hundred years,

8. Sometime in the future,

a. people used to shop at small stores.

b. pollution is becoming a serious problem.

c. most people are going to work at home.

d. people didn't travel as much from city to city.

e. there will probably be cities in space.

f. people work more than 40 hours a week.

g. people played the first game of golf.

h. doctors might find a cure for the common cold.

Complete the phrases in part A with your own information. Then compare with a partner.

PRONUNCIATION Intonation in statements with time phrases

A 🕑 Listen and practice. Notice the intenation in these statements beginning with a time phrase.

In the past, very few people used computers.

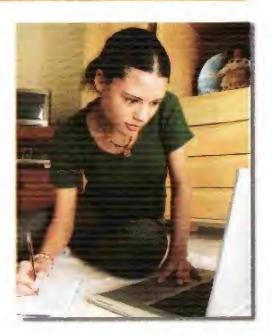
Today, people use computers all the time.

In the future, there will be a computer in every home.

Pair work Complete these statements with your own information. Then read your statements to a partner. Pay attention to intonation.

As a child, I used to . . . Five years ago, I . . . Nowadays, I . . .

Next year, I'm going to . . . In five years, I'll . . . In ten years, I might . . .





LISTENING For better or for worse

A ▶ Listen to people discuss changes. Check (✓) the topic each person talks about.

Topie		Change	Better or	worse?
1. In population	environment			
2. [] transportation	cities		17	
3. Tamilies	□ shopping		T3	

6

SPEAKING Changing times

Group work How have things changed? How will things be different in the future? Choose two of these topics. Then discuss the questions below.

education fashion housing shopping technology entertainment food medicine sports transportation

What was it like in the past? What is it like today? What will it be like in the future?

A: In the past, a lot of people made their own clothes.

B: Nowadays, they often order things online.

C: In the future. . . .



WRITING A description of a person



A Pair work Interview your partner about his or her past, present, and hopes for the future.

B Write a paragraph describing how your partner has changed. Make some predictions about the future. Don't write your partner's name.

She used to be the quietest girl in the class. Now, she's in the drama club and loves to watch soap operas. One day, she'll be a successful actress. She'll be famous, and will star in movies and on TV. I think she'll . . .

Class activity Read your paragraph to the class. Can they guess who it is about?



PERSPECTIVES Who wants to make money?

A $\textcircled{\bullet}$ Listen to some possible consequences of getting a high-paying job. Check (\checkmark) the statements you agree with.

If you get a high-paying job, you won't have to work as hard you'll be able to travel first class you might have to pay higher taxes you'll be able to donate more to charities more people may want to be your friend you'll be able to buy things you want you might be on TV or in the newspapers people will ask you for a loan you'll have a lot more free time you'll be able to buy your parents a new car

B Pair work Look at the statements again. Which are advantages of getting a high-paying job? Which are disadvantages?

"I think the first one is an advantage. I don't like to work very hard."

9

GRAMMAR FOCUS

Conditional sentences with if clauses 0

Possible situation + simple present

If you get a high-paying job,
If you don't have to work as hard,
If you have a lot more free time,
If you get bored,

Consequence + future with will, may, or might

you won't have to work as hard.
you'll have a lot more free time.
you might get bored.
you may have to look for another job.

A Match the clauses in column A with the appropriate information from column B. Then compare with a partner.

A

- 1. If you eat less sugar,
- 2. If you walk to work every day,
- 3. If you don't get enough sleep,
- 4. If you own a pet,
- If you don't get married,

B

- a. you may feel more relaxed.
- b. you might feel healthier.
- c. you'll stay in shape without joining a gym.
- d. you'll have more money to spend on yourself.
- e. you won't be able to stay awake in class.
- B Add your own information to the clauses in column A. Then practice with a partner.

"If you eat less sugar, you'll lose weight."



WORD POWER Consequences

A Pair work Can you find two consequences for each possible event? Complete the chart with information from the list.

be able to buy expensive clothes feel better about yourself feel hungry a lot feel jealous sometimes feel safer in your home have to give up your favorite snack get requests for loans from friends have to learn a new language have to take it out for walks lose touch with old friends



Possible event	Consequences
buy a large dog	1011-111 11111011 111-11111-11111-11
fall in love	4
go on a diet	•••••••••••••••••••••••••••••••••••••••
	1
inherit a lot	***************************************
of money	
move to a	
foreign country	letteerestaarteriaattaariaatti(tariaarttaarte

B Group work Share your answers with the group. Can you think of one more consequence for each event?

SPEAKING Unexpected consequences

A Group work Choose three possible events from Exercise 10. One student completes an event with a consequence. The next student adds a consequence. Suggest at least five consequences.

- A: If you buy a large dog, you'll have to take it out for walks every day.
- B: If you take it out for walks every day, you might have an accident.
- C: If you have an accident, you may have to go to the hospital.
- D: If you go to the hospital, you won't be able to take care of your dog.
- A: If you aren't able to take care of your dog, you'll probably have to give it away.
- B Class activity Who has the most interesting consequences for each event?



INTERCHANGE 9 Consider the consequences

Give your opinion about some issues. Go to Interchange 9 at the back of the book.

Are you in love?

What is the difference between "having a crush" on someone and falling in love?

You're really attracted to a certain person. But this has happened before, and it was just a "crush." How can you tell if it's real this time? Here's what our readers said:

If you're falling in love, . . .

- you'll find yourself talking to or telephoning the person for no reason. (You might pretend there's a reason, but often there's not.)
- you'll find yourself bringing this person into every conversation. ("When I was in Mexico - ," a friend begins. You interrupt with, "My boyfriend made a great Mexican dinner last week.")
- you might suddenly be interested in things you used to avoid. ("When a woman asks me to tell her all about football, I know she's fallen in love," said a TV sports announcer.)



OK, so you've fallen in love. But falling in love is one thing, and staying in love is another. How can you tell, as time passes, that you're still in love? If you stay in love, your relationship

will change. You might not talk as much about the person you are in love with. You might not call him or her so often. But this person will nevertheless become more and more important in your life.

You'll find that you can be yourself with this person. When you first fell in love, you were probably afraid to admit certain things about yourself. But now you can be totally honest. You can trust him or her to accept you just as you are. Falling in love is great – staying in love is even better!

A	Read the article	. Where do you	think it is from? Check (✓)	the correct answer.
11	a newspaper	a magazine	an advice column	an advertisement

B What things happen when you're falling in love compared to staying in love? Complete the chart.

Falling in love	Staying in love	
1	1	
2	2	
3	3	

Can you think of other signs of being in love?

10 I don't like working on weekends!

SNAPSHOT

EIGHT IMPORTA	NT JOB SKILLS	
Here are some skills that employers look for.		
1. Can you solve problems?	5. Are you good at math and science?	
2. Do you work well with people?	6. Can you manage money well?	
3. Can you use a computer?	7. Do you speak other languages?	
4. Can you teach others how to do things?	8. Can you manage other people?	

Source: U.S. Department of Labor

Which of these skills do you think are most important? Why?
Check (I) the skills that you think you have.
Look at the skills you checked. What jobs do you think you might be good at?

CONVERSATION I need a job!



Dan: I'm so broke. I really need to find a job!

Brad: So do I. Do you see anything good listed on the Internet?

Dan: How about this? A door-to-door salesperson to sell baby products.

Brad: Like diapers and things? No, thanks. And anyway, I'm not good at selling.

Dan: Well, I am! I might check that one out. Oh, here's one for you. An assistant entertainment director on a cruise ship.

Brad: That sounds like fun. I like traveling, and I've never been on a cruise ship.

Dan: It says here you have to work every day while the ship is at sea.

Brad: That's OK. I don't mind working long hours if the pay is good. What's the phone number?

Dan: It's 555-3455.

B () Listen to Brad call about the job. What else does the job require?



Gerunds; short responses ()

Affirmative statements with gerunds Agree Disagree So do L Oh, I don't. I like traveling. I hate working on weekends. So do I. Really? I like it. So am I. Gee, I'm not. I'm good at using a computer.

Negative statements with gerunds

Neither do L Well, I do. I don't mind working long hours. Neither am I. I am! I'm not good at selling.

Neither can I. Oh, I don't mind. I can't stand making mistakes.

Other verbs or phrases followed by gerunds

love enjoy

be interested in

A Pair work Match the phrases in columns A and B to make statements about yourself. Then take turns reading your sentences and giving short responses.

A

1. I don't like a. talking on a cell phone.

2. I'm not very good at b. working with a group or team. 3. I'm good at

c. solving other people's problems.

d. sitting in long meetings.

e. commuting by bicycle.

f. eating lunch out every day.

g. managing my time.

h, learning foreign languages.

A: I don't like commuting by bicycle.

B: Neither do I.

8. I enjoy

4. I hate

5. I can't stand

6. I'm interested in

7. I don't mind

Group work Complete the phrases in column A with your own information. Then take turns reading your statements. Ask questions to get more information.





PRONUNCIATION Unreleased and released /t/ and /d/

A 🕑 Listen and practice. Notice when the sound /t/ or /d/ at the end of a word is followed by a consonant, it is unreleased. When it is followed by a vowel sound, it is released.

UnreleasedReleased

She's not good at math and science. He's not a good artist. I hate working on Sundays. They really hate it! You need to manage money well. I need a cup of coffee.

Pair work Write three sentences starting with I'm not very good at and I don't mind. Then practice the sentences. Pay attention to the unreleased and released sounds /t/ and /d/.

(E)	LISTENING	Job	hunting
		and the same of th	And the second second

A Description Listen to people talk about the kind of work they are looking for. Check () the job that would be best for each person.

1. Bill	2. Shannon	3. Ben
11 flight attendant	[] lawyer	marine biologis
[1] teacher	[] bookkeeper	[model
[] songwriter	1 doctor	17 architect

B 🕑 Listen again. Answer these questions.

- 1. What is Bill's attitude toward making money?
- 2. What does most of Shannon's family do for a living?
- 3. What has Ben done to break into movies?

SPEAKING Chores

A Pair work Interview your partner about these chores. Check () his or her answers.

// INTERCHANGE 10 Dream job

Each robot can only do two chores for four students.

Discuss the things you want your robot to do.

Decide which job to apply for. Go to Interchange 10 at the back of the book.

8

WORD POWER Personality traits

A Which of these adjectives are positive (P)? Which are negative (N)?

bad-tempered	N	hardworking	
creative	3100000000	impatient	
critical		level-headed	
disorganized		moody	
efficient		punctual	
forgetful	1 717	reliable	- 10100
generous		strict	
L.			



bad-tempered



disorganized

B Pair work Tell your partner about people you know with these personality traits.

"My neighbor is bad-tempered. Sometimes she . . . "

1. a boss	2. a co-worker	3. a teacher	4. a relative
17 creative	[1] unfriendly	11 moody	T bad-tempered
forgetful	11 generous	[] patient	□ disorganized
[] serious	strange	hardworking	[] reliable

9

PERSPECTIVES Job profiles

A Listen to these people answer the question, "What kind of work would you like to do?" What job does each person talk about?



"Well, I think I'd make a good journalist because I'm good at writing. When I was in college, I worked as a reporter for the school newspaper. I really enjoyed writing different kinds of articles."



"I know what I don't want to do! A lot of my friends work in the stock market, but I could never be a stockbroker because I can't make decisions quickly. I don't mind working hard, but I'm terrible under pressure!"



"I'm still in school. My parents want me to be a teacher, but I'm not sure yet. I guess I could be a teacher because I'm very creative. I'm also very impatient, so maybe I shouldn't work with kids."

B Pair work Look at the interviews again. Which job would you choose?

Clauses with because 6

The word because introduces a cause or reason.

I'd make a good journalist because I'm good at writing.

I could be a teacher because I'm very creative.

I wouldn't want to be a teacher because I'm very impatient,

I could never be a stockbroker because I can't make decisions quickly.

A Complete the sentences in column A with appropriate information from column B. Then compare with a partner.

A

- 1. I wouldn't want to be a nurse
- 2. I'd like to be a novelist ...
- 3. I could never be an accountant
- 4. I would make a bad waiter
- 5. I could be a flight attendant

B

- because I don't like hospitals.
 - b. because I really enjoy traveling.
 - c, because I have a terrible memory.
 - d. because I'm terrible with numbers.
 - e. because I love creative writing.
- B Group work Think about your personal qualities and skills. Then complete these statements. Take turns discussing them with your group.

I could never be a . . . because . . .
I wouldn't mind working as a . . . because . . .
I'd make a good . . . because . . .

Class activity Choose some statements made by members of your group. Share them with the rest of the class.



"I have a terrible memory."

WRITING A cover letter for a job application

A Imagine you can apply for one of the jobs in this unit. Write a short cover letter for a job application.

Attention: Mr. Yoshioka, Personnel Director, Executive Air Lines

Dear Mr. Yoshioka,

I am responding to your recent advertisement in *The Post* for a bilingual international flight attendant. I think I'd make a good flight attendant for Executive Air Lines because I'm a very friendly person and I really love traveling. I also enjoy meeting people. As you can see from my résumé, I've had a lot of experience working with tourists. I worked at . . .

Pair work Exchange papers. If you received this letter, would you invite the applicant for a job interview? Why or why not?

Find the Job That's Right for You!

Look at the photo and skim the list below. What personality type do you think best describes the person in the picture?

- 1 Nearly 50% of all workers in the United States have jobs they aren't happy with. Don't let this happen to you! If you want to find the right job, don't rush to look through the classified ads in the newspaper. Instead, sit down and think about yourself. What kind of person are you? What makes you happy?
- 2 According to psychologist John Holland, there are six types of personalities. Nobody is just one personality type, but most people are mainly one type. For each type, there are certain jobs that might be right and others that are probably wrong.
- 3 Considering your personality type can help you make the right job decision. Liz is a good example. Liz knew she wanted to do something for children. She thought she could help children as a school counselor or a lawyer. She took counseling and law courses and hated them. After talking to a career counselor, she realized the problem was that she's an Artistic type. Liz studied film, and she now produces children's TV shows and loves it.



The Realistic type is practical and likes working with machines and tools.

The Investigative type is curious and likes to learn, analyze situations, and solve problems.

The Artistic type is imaginative and likes to express himself or herself by creating art.

The Social type is friendly and likes helping or training other people.

The Enterprising type is outgoing and likes to persuade or lead other people.

The Conventional type is careful and likes to follow routines and keep track of details.

A Read the article. Then find these sentences in the article. Decide whether each sentence is the main idea or a supporting idea in that paragraph. Check (\checkmark) the correct boxes.

j.	properties the state of the sta	Main idea	Supporting idea
1.	Nearly 50% of all workers they aren't happy with, (par. 1)	11	11
	According to psychologist , types of personalities. (par. 2)	L. J	17
	For each type, there are that are probably wrong. (par. 2)	1.1	f 1
4.	Considering your personality the right job decision. (par. :	3) [1	
5.	After talking to a career counselor, an Artistic type. (par. 3	1 1	£ 1

For each personality type, write two examples of appropriate jobs. Then explain your answers to a partner.

		Enterprising	Conventional
		-11-1-1-1	
and the same of th			A SECTION
	unio 100000		

C Group work What personality type do you think you are? Does your group agree?

Units 9-10 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very we	II OK	A little
Ask and answer questions about changes using time contrasts (Ex. 1)	17	11	t (
Describe possibilities using conditional sentences with if clauses (Ex. 2)	[1	FA	17
Listen to and understand descriptions of abilities and personality traits (Ex. 3)	1.1	11	11
Ask and answer questions about job preferences and skills using gerunds (Ex.		1-1	17
Give reasons using clauses with because (Ex. 4)	[-]	17	Party.

(SPEAKING	Past,	present,	and	future
1	A.					

A Pair work Think of one more question for each category. Then interview a partner.

Appearance What did you use to look like? Can you describe yourself now?

What do you think you'll look like in the future?

Free time Did you have a hobby as a child? What do you like to do these days?

How are you going to spend your free time next year?

B Group work Share one interesting thing about your partner.

CAME Truth and consequences

A Add one event and one consequence to the lists below.

Event	Consequence
you move to a foreign country	1) buy you a gift
it's sunny tomorrow	feel jealous sometimes
it's cold tomorrow	have to learn a new language
you give me \$10	i I go to the beach
you don't call me later	11 get really angry
11 you go on a diet	feel hungry a lot
you fall in love	stay home
T1	17

B Class activity Go around the class and make sentences. Check (✓) each if clause after you use it. The student who uses the most clauses correctly wins.

LISTENING Good or bad?

A Distento Louisa and Tim discuss four jobs. Write down the jobs and check (/) if they would be good or bad at them.

	Job	Good	Bad	Reason	
1. Louisa		17	(1)		
		17	F		
2. Tim	Mar0 110 Mos	[]	[]	1 0 10 0 0 0 1 to 1 0 0 1 0 1 to 10 0 0	
		[1	[]	-1	

B (s) Listen again. What reasons do they give?

(a)

DISCUSSION Job profile

A Prepare a personal job profile. Write your name, skills, and job preferences. Think about the questions below. Then compare with a partner.



Are you good at . . . ? communicating with people solving problems making decisions quickly speaking foreign languages



Do you . . . ? have any special skills have any experience have a good memory manage money well



Do you like . . . ? traveling working with a team wearing a uniform working long hours

- A: Are you good at communicating with people?
- B: Sure, I enjoy talking to people.
- A: So do I. I like meeting new people and . . .
- B Group work Make suggestions for possible jobs based on your classmates' job profiles. What do you think of their suggestions for you?
- A: Hmm, Juan could be an executive because he likes solving problems and making decisions quickly.
- B: No way! I could never be an executive. I'm too disorganized!

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

11 It's really worth seeing!

SNAPSHOT





The Great Wall of China was begun in 214 n.c. It is the largest structure ever built.



The Colosseum in Rome was opened in 80 a.o. It was sometimes filled with water for ship battles.



Machu-Piechu In Peru was constructed around 1400 a.b. It was probably a home for the Inca royal family.

The
Statue of
Liberty
in New
York was
opened
in 1886,
it was
a gift
to the

United States from the people of France.



The Effel Tower in Paris was completed in 1889 It was built for the 100th anniversary of the French Revolution.

Source: World Book Encyclopedia

Which landmark did people live in? Which was a gift? Which was used for events? What else do you know about these places? What are the three most famous landmarks in your country?

2

PERSPECTIVES The Empire State Building

A (b) How much do you know about the Empire State Building? Check (1) the statements you think are true.

- American architect.

 12. It was officially opened by the president of the United States in 1931.

 13. It is located in New York City.

 14. The construction of the building took five years.

 5. It cost \$2 million to build.

 16. There are 102 floors in the building.

 17. It is the tallest building in the world.

 18. It was featured in the movie King Kong.
- B Now listen and check your answers. What information is the most surprising?



Passive with by (simple past) (

The passive changes the focus of a sentence.

For the simple past, use the past of be + past participle.

Active

The president opened the building in 1931.

An American architect designed the building.

Passive

It was opened by the president in 1931.
It was designed by an American architect.

A Do you know who created these popular works? Match the phrases in column A with the appropriate information from column B. Then compare with a partner.



A

- 1. The Kiss
- 2. The song "Yesterday".
- 3. The film Schindler's List
- 4. The novel Pride and Prejudice .
- 5. The opera Carmen

B

- a, was composed by Georges Bizet.
- b. was painted by Gustav Klimt.
- c. was written by Jane Austen.
- d, was directed by Steven Spielberg.
- e. was recorded by the Beatles.

Pair work Change these sentences into passive sentences with by. Then take turns reading them aloud.

- 1. Frêdéric Bartholdi designed the Statue of Liberty in 1884.
- 2. Marie Curie discovered radium in 1898.
- Gabriel García Márquez wrote One Hundred Years of Solitude in 1971.
- Woo Paik produced the first digital HDTV (high-definition television) in 1991.
- Salma Hayek played Frida Kahlo in the movie Frida in 2002.



INTERCHANGE 11 Who is this by?

Who created these well-known works? Go to Interchange 11.

(5)

PRONUNCIATION The letter o

A Disten and practice. Notice how the letter o is pronounced in the following words.

/o/ /ou/ /u:/ /A/
not no do one
top don't food love

B Whow is the letter o pronounced in these words? Write them in the correct column in part A. Then listen and check your answers.

come

done

lock

own

shot

soon

who

wrote



LISTENING Ancient monuments

Distent of three tour guides describe some very old monuments.

Take notes to answer the questions below. Then compare with a partner.



Who built them? Why were they built?



How big is the city? When was it discovered?



Why was it built? How long is it?



WORD POWER Where is it from?

A Complete the chart. Then add one more word to each category.

cars microchips
cattle oysters
chickens rice
✓ coffee sheep
corn shrimp
✓ lobsters televisions

Farmed	Grown	Manufactured	Raised
lobsters	coffee	A. (10)(20-0000-(10))	Earl III
		v.c	
			4 -1
	-		

B Group work Talk about things that are found in your country.

"We grow coffee. We also manufacture cars."

8

CONVERSATION I need some information.

A (Listen and practice.

Kelly: Hello?

John: Oh, hello, I need some information. What currency is used in the European Union?

Kelly: Where?

John: The European Union.

Kelly: I think the euro is used in most of the EU.

John: Oh, right. And is English spoken much there?

Kelly: I really have no idea.

John: Huh? Well, what about credit cards? Are they

accepted everywhere? Kelly: How would I know?

John: Well, you're a travel agent, aren't you?

Kelly: What? This is a hair salon. You have

the wrong number!

B Pair work Use information about a country you know to act out the conversation,





GRAMMAR FOCUS

Passive without by (simple present)

For the simple present, use the present of he + past participle.

Active

They use the euro in most of the European Union.

They speak English in many European countries.

They manufacture a lot of cars in Europe.

Passive

The euro is used in most of the EU.

English is spoken in many European countries.

A lot of cars are manufactured in Europe.

A Complete this passage using the simple present passive form.

B Complete the sentences. Use the passive of these verbs.

grow make up manufacture raise speak use

1. French and English in Canada.
2. A lot of rice in Vietnam.
3. The U.S. of 50 states.
5. Cars and computers in Korea.
6. The U.S. dollar in Ecuador.

C Pair work Use the passive of the verbs in part B to talk about your country and other countries you know.

LISTENING Colombia

A (b) Listen to a short talk about Colombia. Complete the chart.

Facts about Colombia Location Population Language Industries Agricultural products

Listen again. Check () the things the speaker mentions about Colombia.

	1	beaches
1	3	rivers

E.

1 snow-capped mountains

11 lakes

hot lowland plains



SPEAKING True or false?

A Pair work Choose a country. Then answer these questions. Include one false statement.

Where is it located?

What currency is used?

What cities are found there? What languages are spoken? What famous tourist attraction is found there?

What products are exported?

B Class activity Give a short talk like the one in Exercise 10 about the country you chose. Can the class identify the false statement?

WRITING A guidebook introduction

A Make an information chart like the one in Exer about a country you know. Then write an introduc a guidehook about the country.

10

Vietnam is located in Southeast Asia. It has of over 80 million people. Vietnamese is the offic The country has many beautiful beaches, high mi

ulation пдиаде.

busy cities. Rice is grown in . . .

ins, and

B Group work Exchange papers. Is any important information missing? Do you want to visit the country?



A Guide To Unusual Museums

Look at the pictures and scan the article. Where do you think you can see very old objects? a working factory? historic cooking tools?

1 Do you like museums? Have you been to the Louvre in Paris, the Museum of Anthropology in Mexico City, or any of those other "must see" museums? Well, now it's time to go off the beaten path.



The Kimchi Museum Seoul, Korea

2 If you don't know about kimchi, a trip to the Kimchi Museum is an eye-opening experience. The museum was founded in 1986 to highlight Korea's rich kimchi culture. The exhibit includes displays of cooking utensils and materials related to making, storing, and eating the famous pickled vegetables. The museum also provides details about the history and nutritional benefits of Korea's most beloved side dish. Finally, stop by the souvenir shop to try various types of kimchi.



The Museum of Gold Bogotá, Colombia

3 If you want to see beautiful objects, the Museum of Gold is the place, It holds one of South America's most stunning collections. Because the exhibits sparkle so brightly, you can actually take photographs without using a flash on your camera! Not everything is made of gold, though. Among the exhibits are ancient pre-Columbian items. Many of them are made from a mixture of gold and copper, known as tumbaga.



The Chocolate Museum Cologne, Germany

4 The Chocolate Museum will teach you everything about chocolate — from cocoa bean to candy bars. You'll learn about chocolate's 3,000-year history and discover how it was once used as money in South America. A real chocolate factory shows you how chocolate is made. After you've finished the tour, you can sample a complimentary drink of rich, gooey pure chocolate — perfect for those with a sweet tooth.

A Read the article. Find the words in *italics* in the article. Then circle the meaning of each word or phrase.

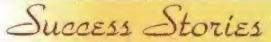
- 1. When you go off the beaten path, you do something unusual / go somewhere far away.
- When something is founded, it is started / discovered.
- 3. When something is stunning, it is extremely attractive / large.
- 4. When something is ancient, it is very old / common.
- When something is complimentary, it is free of charge / very expensive.
- 6. When something is gooey, it is light and refreshing / thick and sticky.

B Where do these sentences belong? Write the number of the paragraph where each sentence could go.

- a. Don't forget to buy your favorite kind to bring home for dinner!
- b. Did you know that it wasn't popular in Europe until the nineteenth century?
- c. The museum also features coins, jewelry, and pieces of rare art.
 - d. There are some museums that try to be a little different.
- C Pair work Which of these museums would you most like to visit? Why?

12 It could happen to you!







Michael Jeffrey Jordan

Born: February 17, 1963, in Brooklyn, New York Education: B.A. from the University of North Carolina

University of North Carolina

Accomplishments: Generally considered the greatest basketball player of all time

 Star of three films and author of two books

Madonna Louise Veronica Ciccone

Born: August 16, 1958, in Bay City, Michigan Education: Two years at the University of Michigan

Accomplishments:

- One of the most successful artists in the history of pop music
- Won a Golden Globe award for her role in Evita

William Henry Gates III

Born: October 28 1955, in Seattle, Washington Education: Harvard University dropout

Accomplishments:

- At 19, founded Microsoft Corporation, the world's leading software company
- At 3l, became the world's youngest billionaire

Sources: www.biography.com; www.people.com

What else do you know about these people?
Which is the most impressive accomplishment of each person?
Name three successful people from your country. What have they accomplished?



PERSPECTIVES It happened to me!

A (▶) Listen to what happened to these people. Check (✓) the things that have happened to you.

- "I was watching a really good movie, but I fell asleep before the end."
- "I was working at a boring job when someone offered me a much better one."
- "While I was shopping one day, a celebrity walked into the store."
- "I was traveling in another country when I met an old school friend."
- "While I was waiting in line, a TV reporter asked to interview me for the news!"
- "I was getting off a bus when I slipped and fell in some mud."
- "While I was walking down the street, I found a wallet full of money."

B Look at the statements again. Which events are lucky? Which are unlucky?

"I hate to fall asleep during a good movie. That's definitely unlucky!"

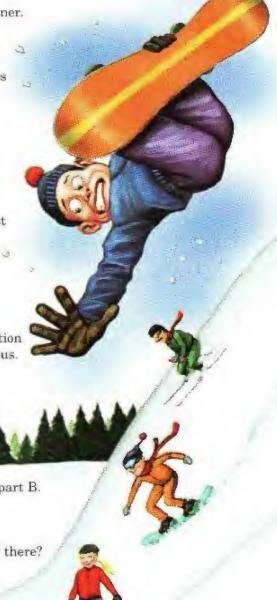
Past continuous vs. simple past 0

Use the past continuous for an action in progress in the past.
Use the simple past for a completed action.

I was watching a good movie, I was working at a boring job While I was shopping one day, but I fell asleep before the end. when someone offered me a much better one. a celebrity walked into the store.

A Complete these sentences. Then compare with a partner.

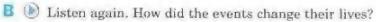
- I. My brother (snowboard) when he (break) his leg in several places.
- 3. The couple (have) their first child when they (live) in a tiny apartment.
- 5. Ulrike (read) a good book, but someone (tell) her the ending.
- 7. Tracy and Eric (meet) when they (work) at the same restaurant in Vancouver.
- B Complete these statements with interesting information about yourself. Use the simple past or the past continuous.
- 1. During my childhood, . . .
- 2. When I was going to elementary school, . . .
- 3. I met my best friend while . . .
- 4. Two years ago, . . .
- Last month, . . .
- C Pair work Take turns reading your sentences from part B. Then ask and answer follow-up questions.
- A: During my childhood, my family was living in Chile.
- B: Oh, really? That's interesting. What were they doing there?
- A: My father was working for a mining company.

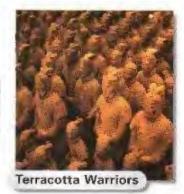


LISTENING Lucky breaks

A Delisten to these stories about lucky breaks. What were the people doing before they got their lucky breaks? What was their lucky break?

What they were doing Lucky break 1. Yang Zhifa 2. Gwyneth Paltrow





(3)

WORD POWER Storytelling

A Some adverbs are often used in storytelling to emphasize that something interesting is about to happen. Which of these adverbs are positive (P)? Which are negative (N)? Which are neutral (E)?

coincidentally		strangely	
fortunately		suddenly	
luckily	0.000	surprisingly	
miraculously		unexpectedly	
sadly		unfortunately	

B Pair work Complete these statements with adverbs from part A to make up creative sentences.

I was walking down the street when, . . . It started out as a normal day, but, . . . We were on our way to the party when, . . .

A: I was walking down the street when, unexpectedly, it started to rain.

B: Or, I was walking down the street when, suddenly, I found twenty dollars!

(6)

WRITING A short story

A Write a short story about something that happened to you recently. Try to include some of the adverbs from Exercise 5.

I was visiting the coast last year when, unexpectedly, I got a chance to go kayaking Fortunately, it was a perfect day and I was having a great time. The water was calm and I was beginning to feel a little tired when, suddenly, . . .

B Group work Take turns reading your stories. Answer any questions from the group.

CONVERSATION What have you been doing?

A (Listen and practice.

Pete: Hey, Gina! I haven't seen you in ages. What have you been doing lately?

Gina: Nothing exciting. I've been working two jobs for the last six months.

Pete: How come?

Gina: I'm saving up money for a trip to Morocco.

Pete: Well, that's exciting.

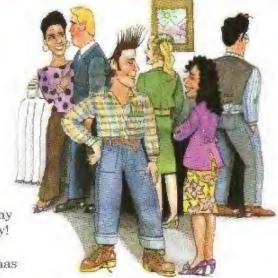
Gina: Yeah, it is. What about you?

Pete: Well, I've only been spending money. I'm pursuing a full-time modeling career.

Gina: Really? How long have you been modeling?

Pete: Since I graduated. But I haven't been getting any work. I need a job soon. I'm almost out of money!

B Delisten to two other people at the party. What has happened since they last saw each other?



8

GRAMMAR FOCUS

Present perfect continuous O

Use the present perfect continuous for actions that start in the past and continue into the present.

What have you been doing lately? How long have you been modeling? Have you been saving money? I've been working two jobs for the last six months.

I've been modeling since I graduated.

No, I haven't been saving any money. I've been spending it!

A Complete the conversations with the present perfect continuous. Then practice with a partner.

- 1. A: What you (do) lately?
 - B: Well, I (spend) my free time at the beach.
- 2. A: you (work) part time this year?
 - B: Yes, I have. I (make) drinks at Coffee Time for the past few months.
- 3. A: How you (feel) recently?
 - B: Great! I . (get) a lot of sleep. And I . (not eat) as much since I started my diet.
- 4. A: you (get) enough exercise lately?
 - B: No, I haven't. I (study) a lot for a big exam.
- B Pair work Take turns asking the questions in part A. Give your own information.



PRONUNCIATION Contrastive stress in responses

A (b) Listen and practice, Notice how the stress changes to emphasize a contrast.

A: Has your brother been studying German? A: Have you been teaching French?

B: No, I've been studying German.

B: No, I've been studying French.

Mark the stress changes in these conversations. Listen and check. Then practice the conversations.

A: Have you been studying for ten years?

A: Have you been studying at school?

B: No, I've been studying for two years.

B: No. I've been studying at home.

SPEAKING Tell me about it.

Group work Add four questions to this list. Then take turns asking and answering the questions. Remember to ask for further information.

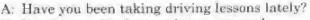
Have you been . . . lately?

taking driving lessons working out learning a new hobby working long hours reading any interesting books doing anything unusual traveling dating anyone

useful expressions

Really? I didn't know that! Oh, I see. Gee. I had no idea.

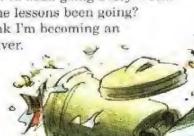
Wow! Tell me more.



B: Yes, I have. I've been going every week.

C: How have the lessons been going?

B: Great! I think I'm becoming an excellent driver.







INTERCHANGE 12 Life is like a game!

Play a board game. Go to Interchange 12.

CHILDProdigies

Look at the pictures and skim the article. Which child do you think is an artist? a musician? a college graduate?



Other musicians have described Sarah Chang as "the most wonderful, perfect violinist" they've ever heard. What makes this praise especially surprising is Sarah's age. She's only in her twenties, and people have been describing her this way since she was a child. On Sarah's fourth birthday, her father gave her a violin. By age 5, she was accepted at the famous Juilliard School of Music in New York City. By 8, she was performing as a violin soloist with major orchestras. Since then, Sarah has performed around the world and recorded many albums.



Before Michael Kearney was born, the doctors warned his parents that he might have learning difficulties. He's been proving them wrong ever since! By the time he was 4 months old, Michael could say full sentences like, "What's for dinner, Mom?" By 10 months, he could read words. Studying at home with his parents, Michael completed four grade levels each year. At 10, he graduated from college with honors. And at 14, he received a Master's degree. Now in his late teens, he is teaching and working on his Ph.D.



When Alexandra Nechita was 2, her parents gave her some crayons and coloring books. Alexandra was soon working in inks, watercolors, and by the time she was 7, oil paints. At 8, Alexandra had her first art exhibit. Now a young adult, Alexandra is one of the most recognized artists in the world. Her paintings are often compared to those of Picasso and other great artists. They have sold for as much as \$80,000. She has been on TV many times, and several books of her paintings have been published.

A Read the article. Then answer these questions.

- 1. How do other musicians describe Sarah?
- 2. Who gave Sarah her first violin?
- 3. Where did Sarah go to school?
- 4. What did doctors tell Michael's parents?
- 5. What is Michael doing now?
- 6. What materials has Alexandra worked with?
- 7. What happened to Alexandra when she was 8?
- 8. Whose work has Alexandra's been compared to?

Pair work Which of the three prodigies do you think is the most amazing? If you were a prodigy, what would you like to be really good at? Why?

Units 11-12 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

Con C. Sv	Very we	II OH	A little
Describe accomplishments using the passive with by (Ex. 1)	Γ-1	H	f I
Listen to and understand facts using the passive with and without by (Ex. 2)		13	FI
Describe situations using the passive without by (Ex. 3)	1-1	17	1
Ask and answer questions using the past continuous and the simple past (Ex. 4, 5) 🗀	ΓĄ	FIL
Ask and answer questions using the past perfect continuous (Ex. 5)	17	[7]	FY

SPEAKING Right or wrong?

A List six novels, movies, songs, albums, or other popular works. Then write one who question for each thing.

The Matrix movies
Who played Neo in the Matrix movies?

B Palr work Take turns asking your questions. Use the passive with by to answer.

- A: Who played Neo in the Matrix movies?
- B: I think Neo was played by Keanu Reeves.



LISTENING Facts about Spain

A D Listen to people on a game show answer questions about Spain.

What are the answers? Complete the chart.

- 1. Currency
- 2. Bordering countries
- 3. Capital

- 4. A popular sport
- 5. Two main crops
- 6. Two industries
- B 🕑 Listen again. Keep score. How much money does each contestant have?

(3)

GAME Sentence-making competition

Group work Use the passive to write results for these situations.

Then compare with the class. Which group wrote the most sentences?

Your roommate cleaned the apartment.

There was a big storm vesterday.

Someone broke into your house last night.

The dishes were done.

The airport was closed.

The window was broken.



ROLE PLAY Alibis

A famous painting has been stolen from a local museum. It disappeared sometime last Sunday afternoon between 12 RM. and 4 RM.

Student A: Student B suspects you stole the painting.

Make up an alibi. Take notes on what you were
doing that day. Then answer Student B's questions.

Student B: You are a police detective. You think Student A stole the painting. Add two questions to the notebook. Then ask Student A the questions.

Change roles and try the role play again.





DISCUSSION Really? How interesting.

A Group work What interesting things can you find out about your classmates? Ask these questions and others of your own.

Have you been doing anything exciting recently?
Are you studying anything right now?
How long have you been studying it?
Have you met anyone interesting lately?
Who is your best friend? How did you meet?
Where were you living ten years ago? Did you like it there? What do you remember about it?

useful expressions

Really? I didn't know that! Oh, I see. Gee, I had no idea. Wow! Tell me more.

B Class activity Tell the class the most interesting thing you learned.

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

13 Good book, terrible movie!

SNAPSHOT



Check (/) the movies you have seen. Did you enjoy them? Which type of movie is your favorite? Why? What are the three best movies you've seen in the past few years?

CONVERSATION What's playing?

A 🕑 Listen and practice.

Roger: Do you want to see a movie tonight?

Carol: Hmm, Maybe, What's playing?

Roger: How about the new James Bond film? I hear it's really exciting.

Carol: Actually, the last one was boring.

Roger: What about the movie based on Stephen King's new novel?

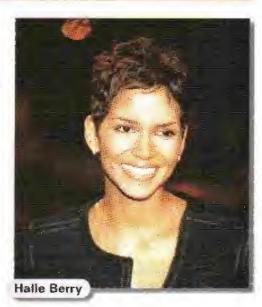
Carol: I don't know. His books are usually fascinating,

but I don't like horror movies. Roger: Well, what do you want to see?

Carol: I'm interested in the new Halle Berry movie.
It looks good.

Roger: That's fine with me. She's a wonderful actress.

B Listen to the rest of the conversation. What happens next? What do they decide to do?



Participles as adjectives 0

Present participles

Stephen King's books are fascinating.

The last James Bond film was boring.

The new Halle Berry movie sounds interesting.

Past participles

I'm fascinated by Stephen King's books.
I was bored by the last James Bond film.
I'm interested in the new Halle Berry movie.

A	Complete	these	sentences.	Then	compare	with a	partner.
	COLLEGE	Mark College	DESTRUCTIONS:	OF THE STREET	Principal backers in	ALTERE OF	PART BALLA

e)
rise



Pair work Complete the description below with the correct form of these words.

amaze annoy confuse disgust embarrass shock

4

WORD POWER Opinions

A Complete the chart with synonyms from the list.

absurd dumb marvelous silly bizarre fabulous odd terrible disgusting fantastic outstanding unusual dreadful horrible ridiculous weird

Awful	Wonderful	Stupid	Strange
		. = (((((((H) (**

	The second second		111

B Write six sentences like the ones in part A of Exercise 3 about movies, actors, or novels. Then compare with a partner.

[5] LISTENING How did you like it?

A () Listen to people talk about books and movies. Do you think each person would recommend the book or movie?

1. () fascinating	2. 1 wonderful	3. 11 boring	4. 🗀 rídiculous
1 silly	11 odd	17 terrific	[interesting
□ strange	□ boring	dreadful	(1 exciting

PRONUNCIATION Emphatic stress

A Delisten and practice. Notice how stress and a higher pitch are used to express strong opinions.



Pair work Write four statements using these words. Then take turns reading them. Pay attention to emphatic stress.

dreadful fantastic horrible ridiculous

DISCUSSION Let's go to the movies!

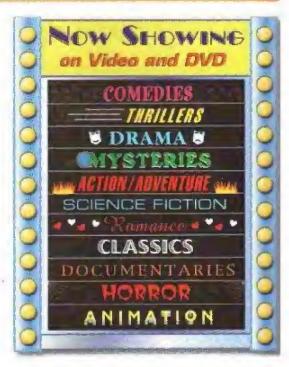
A Pair work Take turns asking and answering these questions and others of your own.

What kinds of movies are you interested in? Why? What kinds of movies do you find boring? Who are your favorite actors and actresses? Why? Are there actors or actresses you don't like? What's the worst movie you have ever seen? What are your three favorite movies in English? Why?

Are there any outstanding movies playing now?

- A: What kinds of movies are you interested in?
- B: I love action movies.
- A: Really? Why is that?
- B: They're exciting! What about you?
- A: I think action movies are kind of silly. I prefer . .

Group work Compare your information. Whose taste in movies is most like yours?



B) PERSPECTIVES It's about . . .

A (*) Listen to these people talk about some of their Hollywood favorites. Can you guess what movie or actor each person is describing?

"I can't believe I saw it nine times! It's a movie that stars Kate Winslet. It's about an ocean liner which hits an iceberg and sinks." "He's the actor who won an Academy Award two years in a row. He got the first Oscar for Philadelphia, and then he won again the very next year for Forrest Gump."

"I love this movie! It's a comedy about a boy that gets left behind when his family goes on vacation. And there are some burglars who try to break into the house, it's bilarious!"

B (Now listen and check your answers.



GRAMMAR FOCUS

Relative clauses ()

Use who or that for people.

He's an actor. He won two Oscars.

He's an actor who/that won two Oscars.

Use which or that for things.

It's a movie, It stars Kate Winslet, It's a movie which/that stars Kate Winslet.

A Rewrite B's answers using relative clauses. Then practice with a partner.

- 1. A: Who is Ang Lee?
 - B: He's a movie director. He made the film Hulk.
- 2. A: Have you heard of Pirates of the Caribbean?
 - B: Yes, it's an action movie, It stars Johnny Depp.
- 3. A: What's Chicago?
 - B: It's a musical about a girl. She becomes a celebrity.
- 4. A: Did you enjoy John Grisham's latest novel?
 - B: Yes! It was a great book. It was hard to put down.
- B Pair work Complete these sentences with relative clauses. Then compare your information around the class.
- 1. Brad Pitt is an actor . . .
- 3. Sting is a musician . . .
- Gladiator is a movie . . .
- 4. The Simpsons is a TV show . . .

C Group work Choose an actor, movie, musician, or TV show you don't like. Others agree or disagree.



INTERCHANGE 13 Famous faces

What do you know about movies and TV shows? Go to Interchange 13.

1 SPEAKING

SPEAKING Scriptwriters

A Group work You are scriptwriters for a television studio. You have to write a new script for a TV detective show or mystery. Plan an interesting story. Make brief notes.

Where does the story take place? Who are the main characters? What are the main events? How does the story end?

B Class activity Tell the class about your story.

"Our story is about two secret agents who are chasing after an alien from another planet. There are two main characters. . . . "



LISTENING A night at the movies

A Distento two critics talk about a new movie. What do they like or not like about it? Rate each item in the chart from I to 3.

	Acting	Story	Photography	Special effects
Pauline				
Colin				

B Dook at the chart in part A. Guess how many stars each critic gave the movie. Then listen to the critics give their ratings.

* poor

* fair

*** very good

*** excellent

Ratings

1 = didn't like it

2 = OK

3 = liked it very much

WRITING A movie review

A Pair work Choose a movie you both have seen recently and discuss it. Then write a review of it.

What was the movie about?
What did you like about it?
What did you not like about it?
How was the acting?
How would you rate it?

B Class activity Read your review to the class. Who else has seen the movie? Do they agree with your review?



We recently saw the movie Chocolat. It's a comedy about a mysterious woman who moves to a small French village. She opens up a shop that sells delicious chocolates. The acting is very good. The town mayor is an especially funny character who...

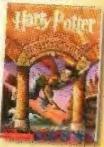
The Magic of

Scan the article. Where was author J.K. Rowling when she got the idea for Harry Potter?

- There was a time when no one knew the name Harry Potter. Now the adventures of this extraordinary student at Hogwarts School of Witchcraft and Wizardry are read in over 45 languages, including Russian, Thai, and even ancient Greek. No one can explain the Harry Potter phenomenon - not even J.K. Rowling, his creator.
- 2 J.K. Rowling was born in England in 1965. From a young age, she knew she wanted to be a writer. When she was 6, she wrote her first story - about a rabbit that gets sick. At school, she used to make up stories to tell her friends.
- 3 After graduating from college, she worked as a secretary. But she didn't give up her dream. She spent her lunch hour writing stories, mainly for adults. Then in 1990, on a train trip to London. she got the idea for the boy wizard. She says he just appeared in her head. She soon created a whole cast of unique characters to help Harry battle the forces of darkness.
- 4 She kept working on the story while she was teaching English in Portugal, where she married,

- had her first child, and divorced a year later. When she returned to England, she brought back a suitcase of Harry Potter stories.
- 5 After returning home, she was broke and living in a small, cramped apartment. She continued writing, and in 1995, finished the first book in the series, Harry Potter and the Sorcerer's Stone. It was published in 1997 and became an unexpected bestseller.
- 6 Rowling's life has changed dramatically. She has become internationally famous and now earns around \$40 million a year. She remarried, had a second child, and currently lives in Scotland.





A Read the article. Then number these sentences from 1 (first event) to 10 (last event).

- a. She completed her first book.
 - b. She finished school,
- c. She worked as a secretary.
 - d. Her second child was born.
- ... f. She moved to Portugal.
- g. She had no money.
- h. She made up her first story.
- The first Harry Potter book was published.
- e. She got married for the first time. j. She got the idea for Harry Potter.

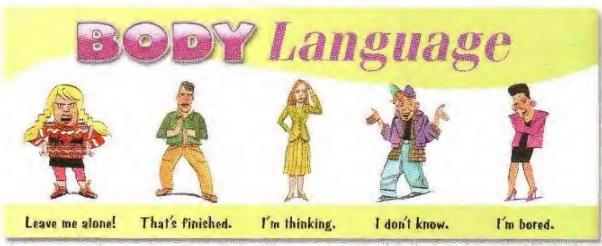
B Where do these sentences belong? Write the number of the paragraph where each sentence could go.

- a. She hated going to school, but always loved to read.
- b. When asked about this popularity, she has said, "I really wrote it for myself."
- c. There were times when she couldn't even afford to eat.
- d. Despite her fame and fortune, she's been able to keep her private life.
- e. She didn't have a pen or paper with her, so she had to memorize it.
- f. It was filled with ten versions of the first chapter of the book!

C Pair work Have you ever read a Harry Potter book? What else do you know about this famous character?

* So that's what it means!

SNAPSHOT



Source Bodytalk

Do people in your country use these gestures? Do you? What other gestures can you use to communicate these meanings? What are three other gestures you sometimes use? What do they mean?

WORD POWER Feelings and gestures

🔔 What is this man doing in each picture? Match each expression with a picture. Then compare with a partner.

- He's biting his nails......
- 2. He's rolling his eyes.
- He's scratching his head.
- 4. He's tapping his foot.
- He's twirling his hair.
- He's wrinkling his nose.

Group work Use the pictures in part A and these adjectives to describe how the man is feeling.

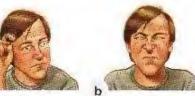
annoved bored

confused disgusted embarrassed exhausted

frustrated impatient

irritated nervous

















CONVERSATION Have you met Raj?

A (Listen and practice.

Ron: Have you met Raj, the student from India?

Emily: No, I haven't.

Ron: Well, he seems really nice, but there's one thing I noticed. He moves his head from side to side when

you talk to him. You know, like this.

Emily: Maybe it means he doesn't understand you.

Ron: No, I don't think so.

Emily: Or it could mean he doesn't agree with you.

Peter: Actually, people from India sometimes move their heads from side to side when they agree with you.

Ron: Oh, so that's what it means!

B (Now listen to Raj talk to his friend. What does he find unusual about the way people in North America communicate?





GRAMMAR FOCUS

Modals and adverbs 6

Models

It might/may mean he doesn't understand you. It could mean he doesn't agree with you. That must mean he agrees with you.

Adverbs

Maybe/Perhaps it means he doesn't understand you. It possibly/probably means he doesn't agree with you. That definitely means he agrees with you.

Pair work What do these gestures mean? Take turns making statements about each gesture using the meanings in the box.



A: What do you think the first gesture means?

B: It probably means . . . , or it might mean . . .

possible meanings

Good luck! Be quiet.

Peace.

That sounds crazy! I can't hear you. Come here.

SPEAKING What does it mean?

A Imagine you are in a foreign country and you don't speak the language. Think of gestures to communicate these meanings.

I don't understand. Go away.

It's delicious. Help!

How much does this cost? Please repeat. Someone stole my wallet. I'm lost. Where's the bathroom? I'm hungry.

B Pair work Take turns acting out your gestures. Can your partner guess what you are trying to say?

C Group work What else could your gestures mean? For each gesture you acted out in part B, think of one more possible meaning.

A: This probably means "go away," but it might also mean you don't like something.

B: It could also mean . . .





A (P) Listen and practice. Notice how pitch is used to express certainty or doubt.

Resolved Unresolved

A: Do you think her gesture means "go away"?

B: Definitely.

B: Probably.

A: Do you understand what her gesture means?

B: Absolutely.

B Pair work Take turns asking yes/no questions. Respond by using absolutely, definitely, maybe, probably, and your own information. Pay attention to pitch.

INTERCHANGE 14 What's going on?

Interpret people's body language. Go to Interchange 14.



A (*) What do you think these international signs mean? Listen and match each sign with the correct meaning.

















- a. You can camp here.
- b. You aren't allowed to take photographs here.
- c. You have to fasten your seat belts.
- d. You can recycle this item.

- e. You have to wear a hard hat to enter this area.
- t. You can't drink the water here. It's not safe.
- g. You have to have your dog on a leash here.
- h. You've got to take off your shoes here.
- B Pair work Where might you see the signs in part A? Give two suggestions for each one.

"You might see this one at a national park or . . . "

9

GRAMMAR FOCUS

Permission, obligation, and prohibition

Permission

You can camp here. You're allowed to take off your shoes.

Obligation

You have to camp here. You've got to take off your shoes.

Prohibition

You can't camp here.
You aren't allowed to take
off your shoes.

- A Match these school rules with the correct sign. Then compare with a partner.
- 1. Lock your bikes in the bike rack.
- 2. No eating or drinking in the classroom.
- No playing ball in the hallway.
- 4. Keep the classroom door closed.
- 5. No pets allowed on campus.
- 6. Throw all trash in the wastepaper basket.
- 7. Don't open the windows.
- 8. Turn out the lights when leaving.

















- B Pair work Use the language in the grammar box to take turns talking about each sign.
- A: This first sign means you aren't allowed to eat or drink in the classroom.
- B: Yes, I think you're right. And the second one means you have to . . .

10

DISCUSSION Rules and regulations

A Pair work How many rules can you think of for each of these places?

on an airplane in a library in an art museum in a movie theater at a zoo

"On an airplane, you have to wear your seat belt when the plane is taking off and landing." You can/can't . . .
You are/aren't allowed to . . .
You have to . . .

B Group work Share your ideas. Why do you think these rules exist? Have you ever broken any of them? What happened?

LISTENING What's in a sign?

A () Listen to three conversations about driving. Check () True or False for each statement.

	True	False
The man hasn't had a parking ticket lately.	1.	1.7
Parking isn't allowed there during working hours.	1.1	[]
The fine for parking is \$16.	1. 1	1 1
2. The woman is driving faster than the speed limit.	6.1	1
There are other cars in her lane.	8.7	1.3
The lane is reserved for buses and taxis.	17	1
3. The other drivers are flashing their lights.	632	17
He's driving with his lights on.	1.1	r k
The other drivers are giving him a warning.	173	[]

B D Listen again. Which drivers did something wrong?

P

WRITING A list of rules

A Write a list of rules and regulations for your school or classroom.

B Graup work Share your lists. Then choose the ten best rules.

Work together to write brief explanations of why each is necessary.

You aren't allowed to chew gum in class.

- 1. You aren't allowed to chew gum in class because it may bother other students.
- 7 You can keep a library book for only two weeks because someone else might want to check it out.
- 3 You have to leave the building to use your cell phone because _.

Pearls of Wisdom

Look at these proverbs and the pictures below. Then match each proverb with a picture

A bird in the band is worth two in the bush.

Die payme imposis months are species.

Don't count your enickens before they hatch Moves docted agoir on frees

- 1 Why do people use proverbs? Many people love proverbs for their wisdom. Others enjoy the images in proverbs. But proverbs are most impressive because they express a lot of information in just a few words. A good proverb quickly sums up ideas that are sometimes hard to express. And the person listening immediately understands it.
- 2 Where do proverbs come from? Proverbs come from two main places – ordinary people and lamous people. These two sources are not always distinct. Common and popular wisdom has often been used by famous people.

And something said or written down by a well-known person has often been borrowed by the common man. For example, "Bad news travels fast" probably comes from the experience of housewives. However, "All's well that ends well" was written by William Shakespeare.

3 What do proverbs tell us? Proverbs are used everywhere in the world. If you can understand a culture's proverbs, you can better understand the culture itself. There are many different ways that we use proverbs in daily life. Here are some examples. Proverbs can:



Give advice

Meaning: Something you have is better than something you might get.

Give a warning

Meaning: Don't plan on a successful outcome until it actually happens.





Teach a lesson Meaning: It's not

Meaning: It's not easy to get money.

Express a common truth

Meaning: What one person loves, another person may hate.



A Read the article. Then find these sentences in the article. Decide whether each sentence is the main idea or a supporting idea in that paragraph. Check (/) the correct boxes.

	Main idea	Supporting idea
Many people love proverbs for their wisdom. (par. 1)	[1	11
2. But proverbs are most just a few words. (par. 1)	1 4	1 1
3. Proverbs come from and famous people. (par. 2)	1.1	17
4. If you can understand the culture itself. (par. 3)	1 7	17
5. There are many proverbs in daily life. (par. 3)	[-]	13

B Class activity Can you think of an interesting proverb from your country? What does it mean? Tell it to the class in English.

Units 13-14 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

l cen	Very well	OK	A little
Ask for and give opinions using participles as adjectives (Ex. 1)	1.1	1 1	FF
Describe people and things using relative clauses (Ex. 2)		51	1_1
Listen to and understand interpretations using modals and adverbs (Ex. 3)	1-1	1.1	i l
Explain gestures and meanings using modals and adverbs (Ex. 4)	[-]	1.1	1 3
Talk about laws using terms of permission, obligation, and prohibition (Ex.	5)	1-1	(-1

SURVEY Entertainment opinions

A Complete the first column of the survey with your opinions.

	Ma	My classmate
A confusing movie	-0.0	
A boring TV show		W 1 0 0 0 0 0 0 0 0
A shocking news story		
A fascinating book		
An interesting celebrity	0.0000000000000000000000000000000000000	10 - 1 - 10 - 0
A singer you are amazed by		
A song you are annoyed by		

B Class activity Go around the class and find someone who has the same opinions. Write a classmate's name only once.

2 ROLE PLAY Movie recommendations

Student A: Invite Student B to a movie. Suggest two films.

Then answer your partner's questions.

Start like this: Do you want to see a movie?

Student B: Student A invites you to a movie. Find out more about the two movies. Then accept or refuse the invitation.

Change roles and try the role play again.

3 LISTENING That's how I feel!

A D Listen to some people talking. Write what each person is talking about.

B D Listen again. What does each person mean? Check (1) the best answer.

1. He is confused.

He is nervous.

2. She enjoyed it.

She hated it.

3. He didn't understand it.

3.

He thought it was interesting.

4. She is frustrated.

She is bored.

4 GAME Charades

A Think of two emotions or ideas you can communicate with gestures. Write them on separate cards.

I'm tired of waiting.

B Group work Shuffle your cards together. Then take turns picking cards and acting out the meanings with gestures. The student who guesses correctly goes next.

A: That probably means you're bored.

B. No.

C: It could mean you're impatient.

B: You're getting closer







DISCUSSION What's the law?

Group work Read these laws from the United States. What do you think about them? Are they the same or different in your country?

· You're allowed to vote when you turn 18.

· In some states, you can get married when you're 16.

· You have to wear a seat belt in the front seat of a car.

· Young men don't have to serve in the military.

· You aren't allowed to keep certain wild animals as pets.

· In some states, you can't drive faster than 65 miles an hour.

· You have to have a passport to enter the country.

A: In the U.S., you're allowed to vote when you turn 18.

B: That's surprising! In my country, we have to vote when we're 18.

C: And in my country, we can't vote until we're 20.

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

15 What would you do?



STORIES OF HONESTY

BUSINESSMAN RETURNS \$750,000 TO OWNER

and is thanked with a brief phone call.

Fan Returns Soccer Star's Lucky T-shirt:

Player meets him to personally give \$1,000 reward.

Student Uses Detective Work

to find owner of gold jewelry. "I thought it might have personal value," he told reporters.

Athlete Admits to Cheating

"I'm so sorry.

Ljust wanted to win," he recently confessed. "I feel so ashamed."

Source: The Las Angeles Times

Do you know any other stories like these? Have you ever found anything valuable? What did you do? Do you think that people who return lost things should get a reward?



CONVERSATION If I found \$750,000 . . .

A 🕑 Listen and practice.

Phil: Look at this. Some guy found \$750,000! He returned it and the owner simply thanked him with a phone call.

Pat: You're kidding! If I found \$750,000, I wouldn't return it so fast.

Phil: Why? What would you do?

Pat: Well, I'd go straight to the mall and spend it. I could buy lots of nice clothes and jewelry.

Phil: Someone might also find out about it.

And then you could go to jail.

Pat: Hmm. You've got a point there.

B (Listen to the rest of the conversation. What would Phil do if he found \$750,000?



Unreal conditional sentences with if clauses (

Unreal conditional sentences describe imaginary situations with simple past forms and consequences in the present.

What would you do if you found \$750,000?

If I found \$750,000.

I would/I'd go straight to the mall.

I could buy lots of nice clothes and jewelry.

I might go to the police.
I wouldn't return it so fast.

100							
A	Complete	these	conversations.	Then	compare	with a	partner.
	COTTIONS	AND RESIDENCE	POWER - CAROLEGE CARCING	The Report of the	CONTRACTOR OF THE	BAT PATE OF	PARTIE PRESENTA

- 1. A: If you (have) three months to travel, where you (go)?
 - B: Oh, that's easy! I (fly) to Antarctica. I've always wanted to go there.
- 2. A: If your doctor (tell) you to get more exercise, which sport you (choose)?
 - B: I'm not sure, but I (go) jogging two or three times a week.
- 3. A: What you (do) if your car (break down)?
- B: If I couldn't afford to fix it, I (have to) walk everywhere.
- 4. A: ____ you ___ (break) into your house if you ____ (lock) yourself out?
 - B: If I (not have) another key, I (ask) a neighbor for help.
- Pair work Take turns asking and answering questions.

What would you do if . . . ?

you saw a burglar in your home you found a diamond ring you saw someone shoplifting you won a million dollars in a lottery your teacher gave you an A on a test by mistake your friend wanted to marry someone you didn't trust



LISTENING Tough predicaments

A (*) Listen to three people talk about predicaments. Number them in the order they are discussed.

Predicament	Suggestions
☐ Two people were fighting in the street.	
A friend lost all her money while traveling.	1700 0 1 m n = 1-
A friend has a serious shopping problem.	

B Listen again, What suggestions do the people give for each predicament? Take notes, Which is the best suggestion?

(5)

INTERCHANGE 15 Do the right thing!

What would you do in some difficult situations? Go to Interchange 15.



WORD POWER Antonyms

A Find nine pairs of opposites in this list. Complete the chart. Then compare with a partner.

1	accept	borrow	dislike	find	lose	remember
	admit	deny	divorce	forget	marry	save
	agree	disagree	enjoy	lend	√ refuse	spend

accept.	±refuse	 #	 ≠
	≠	¥ ,	* .
	≠	黄	 #

B Pair work Choose four pairs of opposites. Write sentences using each pair.

I can never save money because I spend it all on clothes.



PERSPECTIVES I felt terrible.

A Listen to people talk about recent predicaments. Then check (✓) the best suggestion for each one.

What a disaster! I spilled juice on my parents'
new couch. They weren't home, so I just turned
the cushions over. What should I have done?

- You should have told them about it.
- You should have cleaned it immediately.
- You should have offered to buy them a new couch.

forgot my best friend's birthday. I felt terrible, so I sent him an e-mail to apologize. What would you have done?

- I would have called him right away.
- I would have sent him a nice birthday present.
- I would have invited him out for a meal.



B Pair work Compare with a partner. Do you agree with each other?

Past modals 0

Use would have or should have + past participle to give opinions or suggestions about actions in the past.

What should I have done?

You should have told them about it.

You shouldn't have hidden it.

What would you have done?

would have called him.

I wouldn't have sent him an e-mail.

A Complete these conversations. Then practice with a partner.

- 1. A: The cashier gave me too much change. What should I have _____ (do)?
 - B: You should have (say) something. You shouldn't have (take) the money.
- 2. A: I ignored an e-mail from someone I don't like. What would you have (do)?
 - B: I would have (reply) to the person. It just takes a minute!
- 3. A: I was watching a good movie when the phone rang. What should I have ____ (do)?
 - B: You should have (take) the call and (tell) the person you'd call later.
- 4. A: We left all our trash at the campsite. What would you have ____ (do)?
 - B: I would have (take) it with me and (throw) it away later.
- Read the situations below. What would have been the best thing to do? Choose suggestions. Then compare with a partner.

Situations

- The teacher borrowed my favorite book and spilled coffee all over it.
- I saw a classmate cheating on an exam.
 So I wrote her a letter about it.
- A friend of mine always has messy hair.
 So I gave him a comb for his birthday.
- I hit someone's car when I was leaving a parking lot. Luckily, no one saw me.
- My aunt gave me a wool sweater.I can't wear wool, so I gave it back.

Suggestions

- You should have spoken to him about it.
- b. I would have spoken to the teacher about it.
- c. I would have waited for the owner to return.
- d. I wouldn't have said anything.
- e. You should have warned her not to do it again.
- f. You should have left a note for the owner.
- g. I would have told her that I'd prefer something else.
- You should have exchanged it for something else.
- C Group work Make another suggestion for each situation in part B.

PRONUNCIATION Reduction of have

A (b) Listen and practice. Notice how have is reduced in these sentences.

What would you have done?

/əv/ I would have told the truth.

Pair work Practice the conversations in part A of Exercise 8 again.
Use the reduced form of have.



LISTENING I'm calling about . . .

A Distento people calling Dr. Hilda, a counselor on a radio talk show. Complete the chart.

	Problem	What the caller did			
Caller 1					
Caller 2		0 0 00000 00 00			
Caller 3					

B Listen again, According to Dr. Hilda, what should each caller have done?

C Group work Do you agree with Dr. Hilda? What would you have done?



1

SPEAKING I shouldn't have . . .

A Look at the five situations below. Think about the past month and write down an example for each situation.

- 1. something you shouldn't have bought
- 2. something you should have done
- 3. someone you should have called
- 4. something you shouldn't have said
- 5, someone you should have e-mailed or written
- B Group work Talk about each situation in part A.
- A: I bought a lamp at a garage sale. I shouldn't have bought it because I don't really like it.
- B: I did something similar recently. I shouldn't have bought . .





WRITING A letter to an advice columnist

Write a letter to an advice columnist about a real or imaginary problem. Put your letters on a bulletin board and choose one to write a reply to.

Dear Dr. Hilda,

I let a friend borrow my laptop and now it doesn't work. I took it to a repair shop, and they said it would be expensive to fix. When I asked my friend to help me pay the bill, she refused. Now she won't even speak to me! What did I do wrong? What should I have done?

Can't Do Anything Right

Ask Amy

Scan the three letters to Amy. What problems do the writers ask for help with?



Someone told me that my brother's girlfriend was dating another guy. I felt I should let my brother know, and after I did, he decided to confront her with the story. They had a terrible argument and, although she denied the rumor, they broke up. Now it turns out that the rumor wasn't true, and my brother isn't speaking to me.

Distraught Sister

Dear

You're making it too easy for him to stay where he is. Be firm and tell him he has two months to find a job and get his own place. He's old enough to take care of himself – but you have to be willing to let him go.

Amy

Dear Amy,

My son is 23 years old. He finished college last year, but he can't seem to find a job he likes. He still lives at home, and I'm worried that he's not trying hard enough to get a job and support himself. Meanwhile, I've been cooking his meals and doing his laundry.

Tired Mom

Dear

I would suggest you keep quiet. Let them work things out for themselves. If you say something, you could damage your friendship with both of them.

Amir

Dear Amy.

I went to the movies with my best friend and her younger brother. She wasn't feeling well, so afterward, he drove me home. While we were driving, he told me he had skipped school that day, taken his mother's car, and gone to the beach! My dilemma is: Should I tell my friend about this?

Confused Friend

Dear

You should have thought more carefully before you acted. It wasn't necessary to get angry. Next time, speak to the child immediately and warn him not to do it again.

Amy

Dear

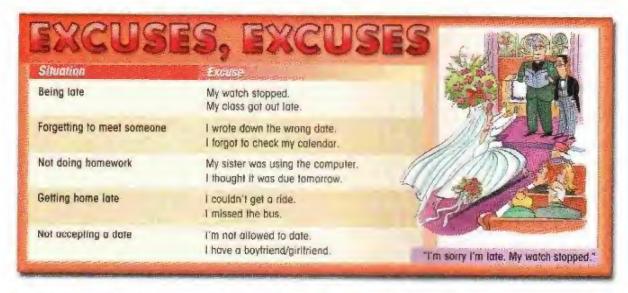
Well, you learned a lesson. You shouldn't have listened to gossip. And you shouldn't have passed it on. Now you have to repair the damage. Apologize sincerely and hope he will forgive and forget.

Amy

- A Read the article. Then match the letters with the replies. (There is one extra reply.)
- B Find the words in italics in the article. Then match each word or phrase with its meaning.
- 1. confront
- 2. distraught
- 3. dilemma
 - 4. firm
- 5, work (things) out
- 6. forgive and forget
- a, make a fresh start
- b. find a solution
- c, challenge in a direct way
- d. strong and determined
- e, a difficult problem
- f. extremely worried or upset
- C Pair work Do you agree with Amy's advice? What advice would you give? Think of a problem you are having. Ask your partner for advice.

16 What's your excuse?

SNAPSHOT



Have you ever heard any of these excuses? Have you ever used any of them? Which are good excuses? Which are bad excuses? What other excuses can you make for not accepting an invitation?

PERSPECTIVES Who said it?

A Who do you think made these requests? Listen and match each request with a person.

- 1. He asked me to play my music more quietly.
- 2. She told me not to come home after midnight.
- She said to drink at least six glasses of water a day.
- 4. He said not to be late for practice again.
- She asked me to pick up the kids after school.
- 6. He told me to bring a dictionary tomorrow.
- 7. He asked me not to tell anyone about his new girlfriend,

- a. my doctor
- b. my coach
- c, my friend
- d. my neighbor
- e. my mother
- f. my wife
- g. my teacher

B Pair work Can you think of another request each person might make?

- A: A doctor might also tell a patient to get more exercise.
- B: . . . or to avoid eating greasy foods.

Reported speech: requests 🐌

Original request

Reported request

Can you play your music more quietly?

He asked me to play my music more quietly.

Don't come home after midnight.

She told me not to come home after midnight. She said not to come home after midnight.

Amanda is having a suprise party for Albert. Look at what she told the guests. Write each request using ask, tell, or say. Then compare with a partner.

- Meet at Albert's apartment at 7:30.
- Can you bring your favorite CDs?
- 3. Don't bring any food.
- 4. Can you bring a small gift for Albert?
- Don't spend more than \$10 on the gift.
- Be careful not to say anything to him.

Amanda told them to meet at Albert's apartment at 7:30.

B Group work Imagine you're planning a class party. Write four requests. Then take turns reading your requests and changing them into reported requests.

Juan: Bring something good to eat to the party! Sonia: Juan told us to bring something good to eat.

Noriko: Can you help me clean up after the party? Jin Sook: Noriko asked us to help her clean up.

SPEAKING What a request!

A Think of requests that people have made recently. Write two things people asked you to do and two things people asked you not to do.

Person	Request
my mom	get a haircut
AAABBAAA ****	
	()

B Group work Compare with others. Who has the most interesting or unusual requests? Who did what was asked?

A: My mom asked me to get a haircut.

B: What did you tell her?





WORD POWER Verb and noun pairs

A Find three words or phrases in the list that are usually paired with each verb. Then compare with a partner.

anger a compliment a criticism a joke your regrets an apology a concern an excuse a lie sympathy a complaint your congratulations an invitation a reason the truth

express
give
make
offer
tell

B Fair work In what situations do you do the things in part A? Write five sentences about things you never, sometimes, or always do. Then take turns reading your sentences and asking questions.

A: I never tell a lie.

B: Are you sure? What if someone asks how much you weigh?

(3)

CONVERSATION Are you doing anything on Saturday?

A 🔄 Listen and practice. Albert: Hi, Daniel. This is Albert. Daniel: Oh, hi. How are things? Albert: Just fine, thanks. Uh, are you doing anything on Saturday night? Daniel: Hmm. Saturday night? Let me think. Oh, yes. My cousin just called to say he was flying in that night. I told him I would pick him up. Albert: Oh, that's too bad! It's my birthday. I'm having dinner with Amanda, and I thought I'd invite more people and make it a party. Daniel: Gee, I'm really sorry, but I won't be able to make it. Albert: I'm sorry, too. But that's OK. B Pair work Act out the conversation in part A. Make up your own excuse for not accepting Albert's invitation.



LISTENING He said, she said

🛕 🕩 Listen to Albert inviting friends to his party on Saturday. What excuses do people give for not coming? Match the person to the excuse.

- 1. Scott
- a. She said that she wasn't feeling well.
- 2. Fumiko
- b. He said he was taking his mother to a dance club.
- 3. Manuel
- c. She said she had houseguests for the weekend.
- 4. Regina
 - d. He said that he would be out of town.
 - e. She said she might go out with friends.
 - f. He said he was going away with his family.

B 📳 Listen. What happens on the night of Albert's birthday?



GRAMMAR FOCUS

Reported speech: statements

Direct statement

I'm not feeling well.

I have housequests for the weekend.

I made a tennis date with Kim.

I have planned an exciting trip.

We can't come tomorrow.

We will be out of town.

We may go out with friends.

Reported statement

She said (that) she wasn't feeling well.

she had housequests for the weekend.

she had made a tennis date with Kim.

she had planned an exciting trip.

They told me (that) they couldn't come tomorrow.

they would be out of town.

they might go out with friends.

A Sandra is having a party at her house on Saturday. Look at these excuses. Change them into reported speech. Then compare with a partner.

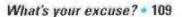
- Donna: "I have to baby-sit my nephew that night."
- William and Brigitte: "We're going out of town for the weekend."
- Mary: "I've been invited to a wedding on Saturday."
- 4. James: "I promised to help Dennis move,"
- Anita: "I can't come because I have the flu."
- 6. Mark: "I'll be studying for a test all weekend."
- 7. Eva and Randall: "We have to pick someone up at the airport that evening."
- 8. David: "I may have to work late on Saturday night."

Donna said she had to baby-sit her nephew that night.

Donna told her she had to baby-sit her nephew that night.

Group work Imagine you don't want to go to Sandra's party. Take turns making excuses and changing them into reported speech.

- A: I'm sorry I can't go. I have tickets to a concert that night.
- B: Lucky guy! He said he had tickets to a concert that night.



PRONUNCIATION Reduction of had and would

A 🕑 Listen and practice. Notice how had and would are reduced in the following sentences.

She said she'd made the bed. (She said she had made the bed.) She said she'd make the bed. (She said she would make the bed.)

B (▶) Listen to four sentences. Check (✔) if you hear the reduced form of had or would.

- 1. I had - would
- 2. had [would
- 3. Thad would
- 4. had [] would



SPEAKING Good intentions

A Group work What are some things you would like to do in the near future? Think of three intentions.

- A: I'm going to learn how to sail.
- B: That sounds fun. Are you going to take lessons?

B Class activity Report the best intentions you heard. Then predict which ones will happen.

"Tatyana said she was going to learn how to sail, but she doesn't want to take lessons."

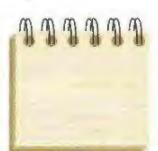


WRITING A voice mail message

A 🕑 Dan is out of town for the weekend. Listen to four voice mails he received. His roommate has written down the first message. Write down the three other messages.

Dan- Friday, 9 P.M. Bill called. He said he would meet you in front of Pizza

House at 6:30 P.M. on Monday.







B Pair work Compare your messages. Is any important information missing?

INTERCHANGE 16 Excuses, excuses

Make some plans. Student A find Interchange 16A; Student B find Interchange 16B.

The Truth About Lying

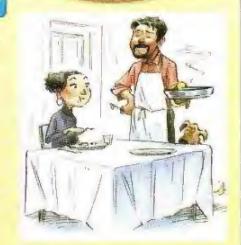
Is it ever better to tell a lie rather than the truth? If so, when?

ost of us are taught to believe that lying is wrong. But it seems that everybody tells lies - not big lies, but what we call "white lies." If we believe that lying is wrong, why do we do it? Most of the time, people have very good reasons for lying. For example, they might want to protect a friendship or someone's feelings. So, when do we lie and who do we lie to? A recent study found that the average person lies about seven times a day. Here are some ways and reasons why.

#1 Lying to hide something: People often lie because they want to hide something from someone. For example, a son doesn't tell his parents that he's dating a girl because he doesn't think they will like her. Instead, he says he's going out with the guys.

#2 Lying to make an excuse: Sometimes people lie because they don't want to do something. For example, someone invites you to a party. You think it will be boring, so you say you're busy.

#3 Lying to make someone feel good: Often we stretch the truth to make someone feel good. For example, your friend cooks dinner for you, but it tastes terrible. Do you say so? No. You probably say, "Mmm, this is delicious!"



#4 Lying to avoid sharing bad news: Sometimes we don't want to tell someone bad news. For example, you have just had a very bad day at work, but you don't feel like talking about it. So if someone asks you about your day, you just say that everything was fine.

A Read the article. Then complete the summary with information from the article.

B Look at these situations. For each example, write the number of the appropriate reason.

- 1. Your friend gives you an ugly shirt for your birthday. You say, "Oh, it's great!"
- You lost your job and are having trouble finding a new one. When an old friend calls to find out how you are, you say you're doing well.
 - 3. Someone you don't like invites you to a movie, so you say, "I've already seen it."
 - You're planning a surprise party for a friend. To get him to come over at the right time, you ask him to stop by to see your new motorcycle.

C Group work Can you think of other reasons people tell white lies? What white lies have you told recently?

Units 15-16 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

l can	Very well	0)(A little
Speculate about imaginary events using unreal conditional sentences (Ex.	1) [3		(1
Talk about events in the past using past modals (Ex. 2)	17	51	1-1
Ask for and give opinions or suggestions using past modals (Ex. 2)	17	TI	1 -1
Listen to and understand requests (Ex. 3)	173	17	1.1
Describe what people say and request using reported speech (Ex. 3, 4)	1 1	1	1 "

DISCUSSION Interesting situations

A What would you do in these situations? Complete the statements.

If I found a valuable piece of jewelry in the park,

If a friend gave me a present I didn't like,

If I wasn't invited to a party I wanted to attend,

If a classmate wanted to copy my homework,

If someone took my clothes while I was swimming,

- B Group work Compare your suggestions. For each situation, choose one to tell the class.
- A: What would you do if you found some jewelry in the park?
- B: I'd probably keep it. You'd never be able to find the owner.

SPEAKING Dilemmas

A Make up two situations like the one below. Think about experiences you have had or heard about at work, home, or school.

"A friend visited me recently. We had a great time at first, but she became annoying. She borrowed my clothes and refused to pay for things. After two weeks, I told her she had to leave because my parents were coming."

B Pair work Take turns sharing your situations. Ask for advice and suggestions.

A: What would you have done?

B: Well, I would have told her to leave after three days.



LISTENING Take a message.

A le Listen to the conversations. Who would make these requests? Match conversations 1 to 6 to the correct person.

a. boss c. neighbor e. classmate
b. doctor d. parent f. teacher

B (Listen again. Complete the requests.

1.	Please	- 1	4.	Can		. ?
2.	Can	 ?	5.	Please	0.0000000000000000000000000000000000000	
3.	Don't		6.	Please don't		4

C Pair work Work with a partner. Imagine these requests were for you. Take turns reporting the requests to your partner.

GAME Tell the truth.

A Think of situations when you expressed anger, gave an excuse, or made a complaint. Write a brief statement about each situation.

I once complained about the food in a restaurant.

Class activity Play a game. Choose three students to be contestants.

Step 1: The contestants compare their statements and choose one. This statement should be true about only one student. The other two students should pretend they had the experience.

Step 2: The contestants stand in front of the class. Each contestant reads the same statement. The rest of the class must ask questions to find out who isn't telling the truth.

Contestant A, what restaurant were you in? Contestant B, what was wrong with the food?

Contestant C, what did the waiter do?

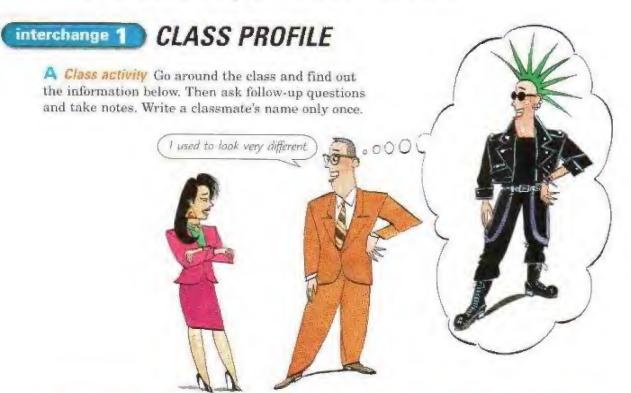
Step 3: Who isn't telling the truth? What did he or she say to make you think that?

"I don't think Contestant A is telling the truth. He said he couldn't remember the name of the restaurant!"

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Interchange activities



Find someone who	Name	Notes
used to look very different		
"Did you use to look very different?"		
2. always listened to his or her teachers		
"Did you always listen to your teachers?"		Communication and the
wanted to be a movie star when he or she was younger		
"Did you want to be a movie star when you were younger?"		
4. used to have a favorite toy		
"Did you use to have a favorite toy?"	- 1 -	
changed schools when he or she was a child		
7"	*************	
6. used to fight a lot with his or her brothers and sisters		
"	-1-12	
7. got in trouble a lot as a child		
The second of th		
8. had a pet when he or she was little		
" (militar) (m. 1 = 1		

B Group work Tell the group the most interesting thing you learned about your classmates.

interchange 2 TOURISM CAMPAIGN

A Pair work Look at the photos and slogans below. What do you think the theme of each tourism campaign is?



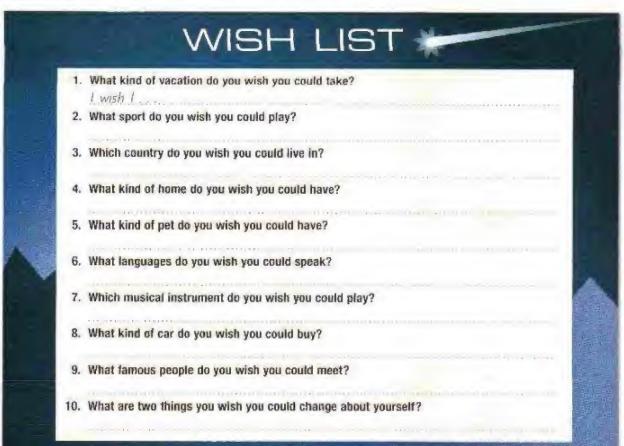
B Group work Imagine you are planning a campaign to attract more tourists to one of the cities above or to a city of your choice. Use the ideas below or your own ideas to discuss the campaign.

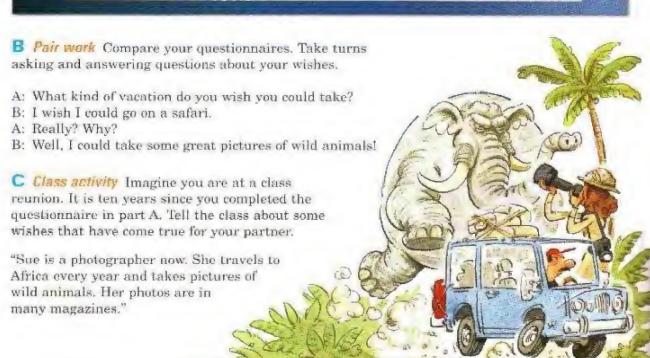
best time to visit famous historical attractions special events or festivals nicest area to stay interesting places to see

- A: Do you know when the best time to visit Rio is?
- B: Probably in February or March because . . .
- C Group work What will be the theme of your campaign? What slogan will you use?

Interchange 3 WISHFUL THINKING

A Complete this questionnaire with information about yourself.





Interchange 4 RISKY BUSINESS

A How much do you really know about your classmates? Look at the survey and add two more situations to items 1 and 2.

	Name	Notes
1. Find someone who has		
a, cried during a movie		***************************************
b. had food poisoning		,
c. been on TV	10- 1 1-	
d. studied all night for an exam		
e. lied about his or her age		
f	- 0	
g.		1 0 0
2. Find someone who has never		
a. driven a car		
b. used a recipe to cook		
c. had a cup of coffee	0 0 0000	//
d. played a video game		
e. eaten pizza		
f		
0		. I - at mitter setup this -

Class activity Go around the class and ask the questions in the survey. Write down the names of classmates who answer "ves" for item 1 and "no" for item 2. Then ask follow-up questions and take notes.

- A: Have you ever cried during a movie?
- B: Yes. I've cried during a lot of movies.
- A: What kinds of movies?
- B: Well, sad ones like Casablanca and . . .
- A: Have you ever driven a car?
- C: No, I haven't.
- A: Why not?
- C: Well, I'm too young. I don't have a driver's license.

C Group work Compare the information in your surveys.



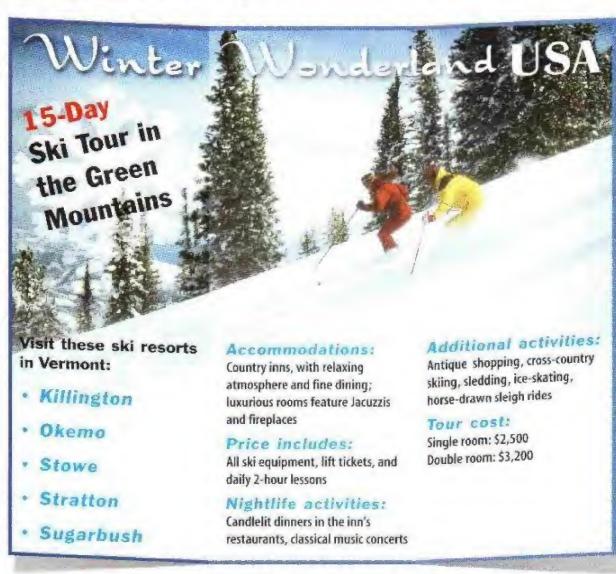
Student A

A Pair work You and your partner are going to take a trip. You have a brochure for a ski trip, and your partner has a brochure for a surfing trip.

First, find out about the surfing trip. Ask your partner questions about these things.

the cost of the trip surfing lessons what the price includes entertainment options the accommodations the nightlife

B Pair work Now use the information in this brochure to answer your partner's questions about the ski trip.



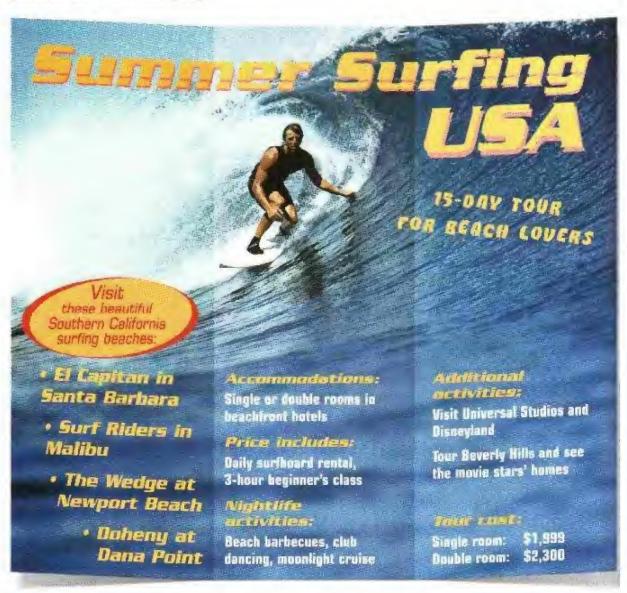
C Pair work Decide which trip you are going to take. Then explain your choice to the class.

Interchange 5B) FUN VACATIONS

Student B

A Pair work You and your partner are going to take a trip. You have a brochure for a surfing trip, and your partner has a brochure for a ski trip.

First, use the information in this brochure to answer your partner's questions about the surfing trip.



B Pair work Now find out about the ski trip. Ask your partner questions about these things.

the cost of the trip what the price includes the accommodations ski lessons entertainment options the nightlife

C Pair work Decide which trip you are going to take. Then explain your choice to the class.

interchange 6 THAT'S NO EXCUSE!

A Pair work Look at these situations and act out conversations. Apologize and then give an excuse, admit a mistake, or make an offer or promise.



Student A: You're the customer. Student B: You're the hairstylist.

A: My hair! You ruined my hair! B: Oh, I'm so sorry. I . . ,

useful expressions

I'm sorry. / I didn't realize. / I forgot. You're right. / I was wrong. I'll . . . right away. I'll make sure to . . . / I promise I'll . . .



Student A: You own the puppy. Student B: You own the backpack.



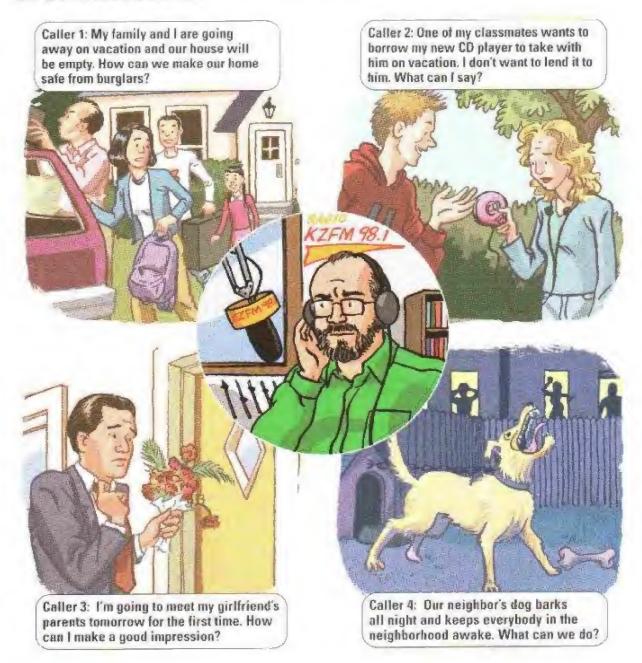
Student A: You're driving the red car. Student B: You're driving the blue car.



Student A: You're the customer. Student B: You're the cashier.

B Graup wark Have you ever experienced situations like these? What happened? What did you do? Share your stories.

A Group work Look at the four problems that people called a radio program about. What advice would you give each caller? Discuss possible suggestions, and then choose the best one.



- Pair work Take turns "calling" a radio station and explaining your problems. Use the situations above or create new ones. Your partner should give you advice.
- A: My family and I are going away on vacation and our house will be empty. How can we make our home safe from burglars?
- B: Well, don't forget to lock all the windows. Oh, and make sure to . . .

interchange 8 ONCE IN A BLUE MOON

A Class activity How do your classmates celebrate special days and times? Go around the class and ask the questions below. If someone answers "yes," write down his or her name. Ask for more information and take notes.

Notes Name 1. Does your family have big get-togethers? 2 Do you ever buy flowers for someone special? 3 Do you like to watch street parattes? Do you wear your national dress at least once a year? Has someone given you money recently as a gift? Have you ever given someone a surprise birthday party? 7. Do you like to celebrate your birthday with a party? 8. Do you ever send birthday cards? 9. Do you ever give friends birthday presents? 10. Is New Year's your favorite time of the year? 11. Do you ever celebrate a holiday with fireworks?

- A: Does your family have big get-togethers?
- B. Yes, we do.
- A: What do you do when you get together?
- B: Well, we have a big meal. After we eat, we watch old home movies.



B Pair work Compare your information with a partner.

interchange 9

CONSIDER THE CONSEQUENCES

A Read over this questionnaire. Check () the column that states your opinion.

	Lagree	I don't agree	It depends
If people watch less TV, they'll talk more with their families.	711	6.1	1 1
If children watch a lot of violent programs on TV, they'll become violent themselves.		177	17
If people work only four days a week, their lives will improve.	1.9		m
 If people have smaller families, they'll have better lives. 			1-,
If a woman works outside the home, her children won't be happy.	1.)		1)
If a woman becomes the leader of a country, a lot of things will change for the better.	15	100	1 }
If cities provide free public transportation, there will be lewer cars on the road and less pollution	1. 70	111	73
If there is a heavy fine for littering, our streets will be much cleaner.	(17)		17
If teachers put all their lessons on the Internet, students will learn more.	All .	-(7	<i>{</i> 1
10. If teachers don't give tests, students won't study	/.	/ 1	(-1

- Broup work Compare your opinions. Be prepared to give reasons for your opinions.
- A: I think if people watch less TV, they'll talk more with their families.
- B: I don't really agree.
- C: Why not?
- B: Well, if they don't watch TV, they'll do something else. They may rend or spend all day on the computer.
- C: I agree. Or they might go out and spend less time at home with their families.



A Look at the following job descriptions. Choose one that you'd like to apply for.

Marketing Manager

Requirements:

- Must have a business degree or marketing experience
- Must be available to travel and work long hours
- Must enjoy sports and fitness activities

Responsibilities:

 Interviewing people about their sports preferences, writing reports, and working with lamous athletes

Personal Assistant

Requirements:

- · Must have excellent telephone skills
- · Must be willing to work flexible hours
- Must be able to take orders and make important decisions

Responsibilities:

 Maintaining the calendar of a busy celebrity, scheduling resettings, and preparing the star for public appearances

Activities Director

Requirements:

- Must have experience working with tourists
- · Must be a "people person"
- · Must be outgoing and creative

Responsibilities:

 Organizing all leisure activities on a popular cruise ship, including planning daily excursions, special menus, and nightly entertainment



Pair work Take turns interviewing each other for the job you each want. Give as much information as you can to show that you are the right person for the job.

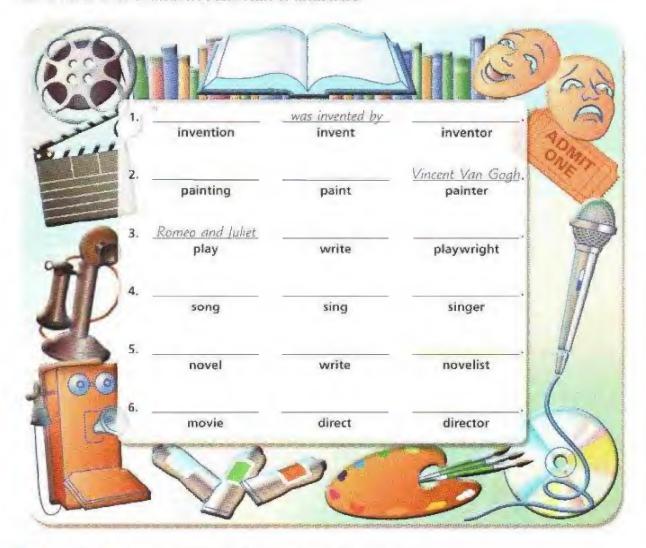
C Pan work Would you hire your partner for the job? Why or why not?

ustalial auto-affero

What kind of degree do you have?
What work experience do you have?
What hours can you work?
Do you mind working . . . ?
Are you interested in working with . . . ?
Why should I hire you for the job?

interchange 11) WHO IS THIS BY?

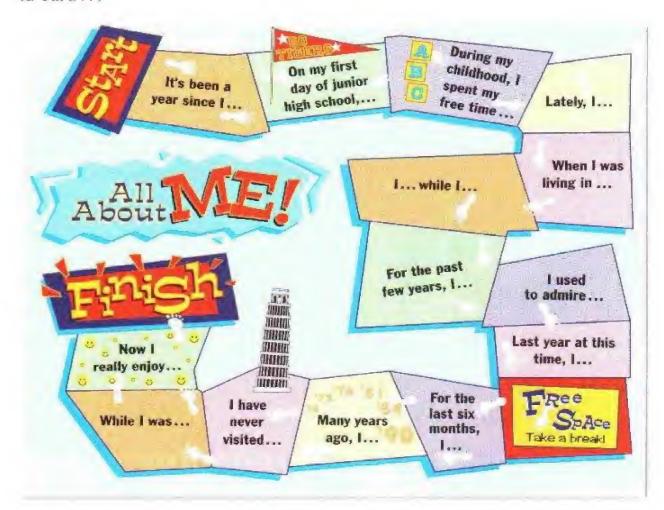
- A List one movie, one song, and one CD.
- B Group work Take turns making a statement about each item. Does everyone agree with each statement?
- A: The Lord of the Rings movies were filmed in New Zealand.
- B: Are you sure? Weren't they filmed in Australia?
- C: I'm pretty sure it was New Zealand.
- Now think of other famous creations and creators. Complete the chart. Make some of them true and some of them false.



- D Group work Make a statement about each item to your group members. Ask them to decide which statements are true and which are false.
- A: The telephone was invented by Alexander Graham Bell.
- B. I think that's false.
- C: Really? I'm pretty sure it's true.

interchange 12) LIFE IS LIKE A GAME!

- A Group work Play the board game. Follow these instructions.
- 1. Use small pieces of paper with your initials on them as markers.
- Take turns by tossing a coin:
 If the coin lands face up, move two spaces.
 If the coin lands face down, move one space.
- 3. Complete the sentence in the space you land on. Others ask two follow-up questions to get more information.
- A: It's been a year since I started working.
- B: Oh, really? Do you like your job?
- A: Well, the job's just OK, but the money is great!
- C: What do you do?
- A: I'm a . . .



B Class activity Tell the class an interesting fact that you learned about someone in your group.

"Last year at this time, Daniel was hiking in the Swiss Alps!"

A Complete this questionnaire.

What is the name of a TV or movie star . . . ?

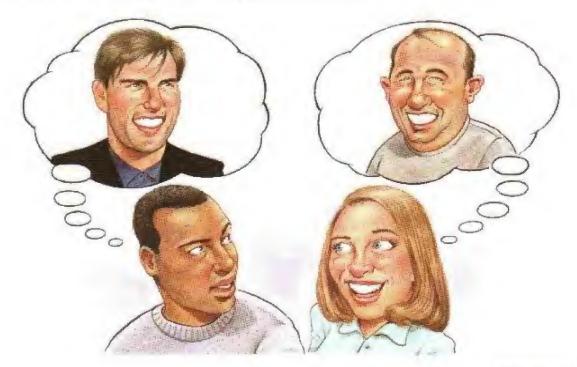
- " that reminds you of someone in your family
- 2 that has beautiful elles
- 3 who does things to help society
- 4 who has a beautiful speaking voice.
- 5, who sn't good looking but who is very talented

What is the name of a TV show or movie . . . ?

- 6 that made you leaf sad
- 7 that made you laugh a lot
- a. which scared you
 - 9 which had great music
- 10. Inat was about a naiculous story.

B Pair work Compare your questionnaires. Ask follow-up questions of your own.

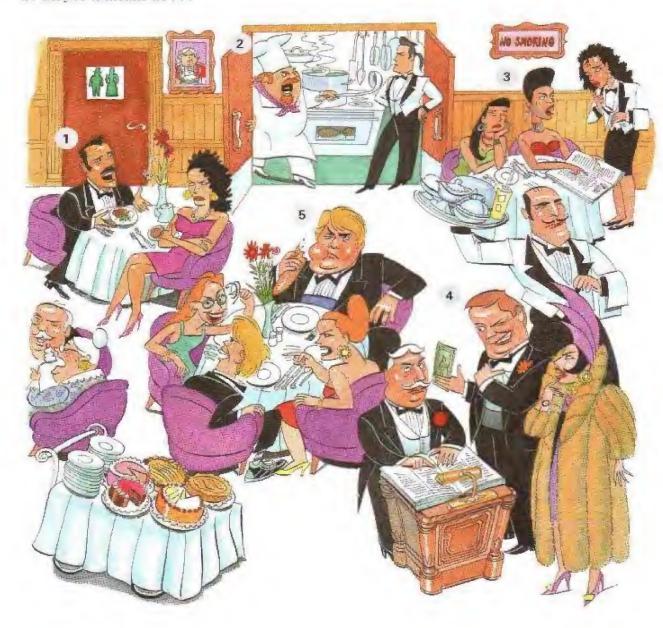
- A: What is the name of a TV or movie star that reminds you of someone in your family?
- B: Tom Cruise.
- A: Who does he remind you of?
- B: My brother, Todd
- A: Really? Why?
- B: Because he looks like my brother. They have the same smile.



Interchange 14) WHAT'S GOING ON?

A Pair work Look at this scene of a crowded restaurant. What do you think is happening in each of the five situations? Look at people's body language for clues.

- A: Why do you think the woman in situation 1 looks upset?
- B: Well, she might be having a fight with . . .
- A: What do you think the man's gesture in situation 2 means?
- B: Maybe it means he . . .



Group work Compare your interpretations. Do you agree or disagree?

interchange 15) DO THE RIGHT THING!

A What would you do in each of these situations? Circle a, b, or c. If you think you would do something else, write your suggestion next to d.

1. If an artist friend gave me a large original painting that was ugly, I would a. say something nice and put it in a closet later b. say that I didn't like it c. say thank you and hang it on the wall d. 2. If I saw a parent spanking a child for no reason, I would a. do nothing b. yell at the parent c. call the police 3. If I saw a student cheating on an exam, I would a, do nothing b. tell the teacher c. talk to the student about it after the exam 4. If I saw my friend's boyfriend or girlfriend with someone other than my friend, I would a. do nothing b, talk to my friend c. talk to my friend's boyfriend or girlfriend 5. If I saw someone standing on a highway next to a car with a flat tire, I would a. do nothing



- B Group work Compare your choices for each situation in part A.
- A: What would you do if an artist friend gave you an ugly painting?
- B: Well, I would probably say that I didn't like it.

c. find the nearest telephone and call the police

C: Really? I would . . .

b, stop and help

Class activity Take a class survey. Find out which choice was most popular for each situation. Talk about any other suggestions people added for d.

Interchange 16A EXCUSES, EXCUSES

Student A

A Pair work You and your partner want to get together. You also want to keep time open for other friends, so make up excuses for many of the days. Ask and answer questions to find a day when you are both free. Write your partner's excuses on the calendar.

- A: Do you want to go out on the second?
- B: I'm sorry. I'm going to my friend's wedding. Are you free on the first?
- A: Well, I...



B Pair work Now work with another Student A. Discuss the excuses Student B gave you. Decide which excuses were probably true and which ones were probably not true.

- A: Anna said that on the ninth she had to stay home and reorganize her clothes closet. That was probably not true.
- B: I agree, I think . . .

interchange 16B EXCUSES, EXCUSES

Student B

A Pair work You and your partner want to get together. You also want to keep time open for other friends, so make up excuses for many of the days. Ask and answer questions to find a day when you are both free. Write your partner's excuses on the calendar.

- A: Do you want to go out on the second?
- B: I'm sorry. I'm going to my friend's wedding. Are you free on the first?
- A: Well, 1 . . .

July							
Sunday	Monday	Tuneday	Wednesday	Thursday	Friday	Seturday	
					1	Euc s wedding	
	these dates free excuses!	5 marie with Brb	6		8 to make plans in a few days. Mai	9 case you want te up excuses!	
10 visit Morr and Dad	11 withe party	12	fit out that hy want chap at someof	14		16 d friend will call. ip excuses!	
17 un-t Grandriu	18	19 Milecult Wild Critis	20	21	party at Amy's	en-cont game with Jim	
24 (5) (1) (5) (4) (4) 31	25 You need a break. Make up an excuse!	book group	27	need to work late conight	29	30	

Pair work Now work with another Student B. Discuss the excuses Student A gave you. Decide which excuses were probably true and which ones were probably not true.

- A: Joe said that on the sixth he had to stay home and reorganize his clothes closet. That was probably not true.
- B: I agree. I think . . .

Units 1-16 Self-study

1 CHILDHOOD SUMMERS

A (*) Listen to Kim and Jeff talk about their childhood summers. What three things do they have in common?

B (b) Listen again. What were their summers like? Complete the chart.

	Their pets	Their favorite places	Their hobbies
1. Kim	(11111)		x
			(4
2. Jeff			
		The Control of the Co	

TOURIST INFORMATION

A b Listen to some tourists ask for information at their hotel. Write what each person needs to do.

Needs	Responses
1. exchange some money	a. There's one right across the street from here. b. It's past 10:00. They should be open now.
2,	☐ a. It stays open until 6 RM. ☐ b. It opens at 9 A.M.
3	a. Only once a day. We really need more trains b. You can follow this street all the way there.
4.	a. It's eight blocks away. There aren't enough taxi stands in this area. b. Walk down to Grand Street. You can catch the subway there
5, _, _, _, ,,,	a. It costs twenty dollars a day. b. You can buy a special pass to go anywhere in the city.
6.	 a. Try the café on the corner. I think it's open until midnight. b. We need more vegetarian restaurants. The only one is on Ninth Avenue.

B ▶ Listen again. Check (✓) the correct response.

APARTMENT FOR RENT

A 🕪 Listen to two people call about apartment advertisements. Do you think the woman is going to rent the apartment? Yes Do you think the man is going to rent the apartment? Yes No

🛢 🐏 Listen again. Which adjectives best describe each apartment? Write 1 for the first apartment or 2 for the second apartment.

bright dark noisy guiet sale dangerous expensive old reasonabla spacious

HAVE YOU TRIED IT?

A 🐑 Listen to two people shop for food. What foods have they tried? Write H for Heidi or P for Peter.

ceviche

red chili peppers

.... That fried noodles

coconut curry

B 💽 Listen again. How do you make ceviche? Number the pictures from I to 5.











VACATION PLANS

A D Listen to Cynthia discuss her vacation plans with Paul. Check () the things she talks about doing.

fishing going abroad seeing another city camping staying home taking cooking lessons shopping going to the beach going to the mountains

B Disten again. For each activity you checked, write Paul's advice.

A 🕑 Listen to people				
	make requests. Ch	eck (🗸) the thing each person talks	about.	
1. [] the radio	the window	() the dog		
2. The coat	the shoes	11 the magazine		
3. The baby	the grandfather	the dog		
	the TV	the window		
	the coat	fil the lamp		
6. It the toys	the books	11 the dishes		
B 🕑 Listen again. W	rite the words that	helped you choose each answer.		
1.	3.	5.		
2.	4.	6.		
She used the wrong She didn't know the Book Listen again. Cl	he screen saver was			
	ries Writing	e-mails playing DVDs		
writing short stored surfing the Intern	4	,		
84.5	net [1 playing	,		
surfing the Interes. 2. How can Janet protest	net playing ect her monitor?	,	iter on al	ll day
surfing the Interes. 2. How can Janet protest	net [1] playing ect her monitor?	games downloading music	iter on al	ll day
2. How can Janet protection close her laptop	net playing ect her monitor? turn on the e	games downloading music		
2. How can Janet protection close her laptop	net playing ect her monitor? turn on the e	games downloading music		
2. How can Janet protection close her laptop TRICK OR TRI A Listen to some	net playing ect her monitor? turn on the e	games downloading music screen saver leave her compute boween. Check () True or False for e	ach state	ement.
2. How can Janet protection close her laptop TRICK OR TRI A Listen to some of the company of the laptop	net playing ect her monitor? turn on the e	games downloading music screen saver leave her compute bween. Check () True or False for ear costumes.	ach state	ement.
2. How can Janet protection close her laptop TRICK OR TRI A Listen to some of the company of the laptop	net playing ect her monitor?	games downloading music screen saver leave her compute bween. Check () True or False for ear costumes. October 31 to scare away the dead.	True	ement.

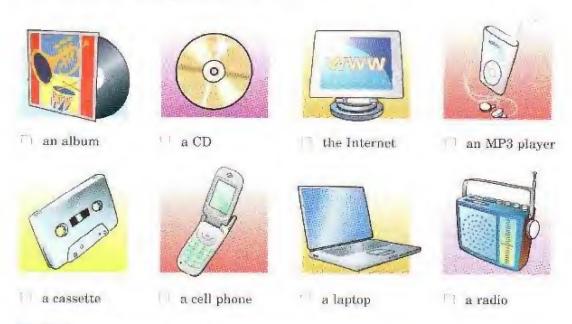
B () Listen again. For the statements you marked false, write the correct information.

ĪĪ

On Halloween, children go to their neighbors' houses to ask for money.
 These days, Halloween is a night when adults go to parties or parades.

TOO MUCH TECHNOLOGY?

A Distento Jimmy and his grandfather talk about technology. Check (I) the things his grandfather has used.



- B Disten again and answer these questions.
- 1. What does Jimmy think might happen to technology in the future?
- 2. What is one advantage of future technology?
- 3. What is one disadvantage of future technology?

10 ELECTION DEBATE

A DE Listen to an election debate. Write A for André or J for Jeri beside the adjective that best describes each person.

critical hardworking moody critical impatient organized efficient level-headed reliable

B 🔊 Listen again and complete the chart.

	André			Jeri		
How good is each candidate at? 1. working with people		OK 	so-so	good	OK	so-so
2. solving problems How does each candidate like ?	likes	doesn't mind	hates	likes	doesn't mind	-
3. helping people	IINGS	1 1	Hates	inces	agesn t mina	hates
4. making mistakes	1 1	0.1	Γī	17	Τ 1	F-7

11 THE STATUE OF LIBERTY

A Distento two tourists on a boat tour of New York Harbor. Why doesn't the man want to go inside the Statue of Liberty?

It's closed to visitors. There's no elevator. There isn't enough time.

B 🕑 Listen again. Correct the seven mistakes in the text.

the Statue of Liberty is located in New York Harbor. The people of Ganada gave the statue to the United States. The statue was designed by a French sculptor. Hundreds of people from all over the world visit the Statue of Liberty every year. There are 54 steps to the top of the crown. The statue was manufactured in the United States and shipped to New York. In 1986, it was assembled on Liberty Island, which took nine months. Visitors may climb the stairs to the top of the statue.



19 WHAT A LUCKY BREAK!

A D Listen to Stacy and Richard talk about their careers.

Who had a lucky break? Stacy Richard

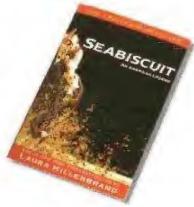
B 🕪 Listen again. Number the events for each person from 1 to 5.

She moved to Los Angeles. She was offered a position on a new show. She got a job as an assistant at a TV station, She graduated from drama school. The regular announcer got sick. Richard He sent his novel to publishers. He tried to make a living as a writer. He got a job at a hardware store. He majored in English literature in college. His work was rejected eight times.

13 THIS BOOK LOOKS INTERESTING.

A 🕑 Listen to people talk about a book. Match each character with two descriptions.

- 1. the owner 3. the jockey 2. the trainer 4. the horse
- a. half blind c. millionaire e. small g. outspoken b. cowboy d. odd-looking f. quiet h. well-educated
- B D Listen again. Complete these sentences with relative clauses from the conversation.
- 1. The owner was a man . . . 3. The jockey was a man . . .
- 2. The trainer was a man . . . 4. Seabiscuit was a horse . . .



14 POLICE PATROL

A 😥 Listen to four conversations. Number the pictures from 1 to 4.









- B (Listen again. Write each rule under the correct picture.
- 1. You can't park here.
- 2. You've got to put your dog on a leash.
- 3. Cars aren't allowed on this street.
- 4. You have to fasten your seat belt.

UNFORTUNATE SITUATIONS

- A ⓑ Listen to people describe situations. Check (✓) the correct response.
- He should have locked the car.
 He shouldn't have left money in the car.
- He should have written it down.
 He shouldn't have remembered the dinner.
- 2. She should have spent the money.

 She shouldn't have gone shopping.
- She should have borrowed a friend's car.
 She shouldn't have lent her car to a friend.
- B Disten again. Write your own response for each situation.

16 DON'T TELL ANYONE ...

A 🐑 Listen to a telephone conversation. What excuse did Susan give Bill?

She had dinner plans. She was going to the movies. She wasn't feeling well.

B Listen again. Read the voice mail Grace left another friend. Then correct the six errors in her message.

it's Grace. I just talked to Bill, and you won't believe what happened! Bill said that Jack saw Susan and her father having lunch together last week. Bill and Susan were supposed to go shopping together, but Susan called the day before to say she couldn't make it. Well, Bill said he understood, and told her to stay home and get something to eat. But instead of staying home, she went out! Oh, by the way, don't say anything, OK? I promised Bill I wouldn't tell anyone.

Self-study audio scripts

Childhood summers

Listen to Kim and Jeff talk about their childhood summers. What three things do they have in common?

JEFF: Hey, Kim, are these pictures of you when you were a kid?

KIM: Yeah. That's me with my dog. We used to spend a week at my uncle's beach house every summer.

JEFF: Hmm. When I was a kid, we used to take our dog and cat with us to the beach every year. Summers were always so much fun!

Kim: Yeah. I used to spend all day playing up in our tree house. I even brought my pet rabbit up there!

JEFT: Really? Our neighbors down the street had a great tree house. My brother and I used to sheak up there to play chess and read comic books.

Kim Really? I remember that some kids used to leave their comic books in our tree house, but we never saw the kids.

JEFF: That's furny. What else did you use to do up there? KIM: We used to climb up and make scrapbooks out of pictures we cut out of magazines. We also painted animals on the walls.

JEFF: Huh? What kinds of animals?

Kim: Dogs, horses, my rabbit... Jump Wait a minute. Was your unclo's house on

Glenn Avenue? Kim: That was you?!

B Listen again. What were their summers like? Complete the chart.

Tourist information

A Listen to some tourists ask for information at their hotel. Write what each person needs to do.

- MAN: Do you know when the banks open? I have to exchange some money.
- WOMAN: Could you tell me what time the post office closes? I need to mail some postcards.
- Man: I'd like to buy some souvenirs, Can you tell me how to get to the outdoor market?
- 4. Woman: I need to go to the airport. Can you tell me where the nearest taxi stand is?
- MAN: Do you know how much it costs to use the parking garage? I need to park my car.
- 6. Woman: I'd like to get something to ent. Could you tell me which restaurants serve dinner this late?

Listen again. Check the correct response.

Apartment for rent

A Listen to two people call about apartment advertisements. Do you think the woman is going to rent the apartment? Do you think the man is going to rent the apartment?

Man 1: | phone rings | Creative Rentals. Good morning. Woman 1: Hello. I'm calling about the apartment you have for rent.

MAN 1: Yes. What can I tell you about it?

WUMAN 1: Where is it, exactly?

Man 1: It's on King Street, just off the freeway.

Woman 1: Oh, near the freeway. Can you hear the traffic?

MAN 1: Yes, I'm afraid you do hear some. But the apartment has lots of space, It has three hedrooms and a very large living room.

WOMAN 1: I see. And is it in a new building? MAN 1: Well, the building is over 50 years old.

Woman 1: Uh-huh, Well, I'll think about it. I wish it weren't so close to the freeway.

MAN 1: Well, if you want to see it, just give me a call.

Woman 1; OK, thank you. Man 1; Thanks for calling. Bye.

WOMAN 2: [phone rings] Town and City Rentals. How can I help you?

MAN 2: Hi, Umm . . . is that apartment you advertised still available?

WOMAN 2; Yes, it is,

Man 2: Oh, good. Umm . . . listen. I, I can't pay too much, so the low price is really good for me.

WOMAN 2: Great.

Man 2: Is it a big place?

Woman 2: No. It's two rooms, plus the kitchen and bathroom,

MAN 2: And is it a safe area to live?

Woman 2: Well, I can tell you I've lived in this neighborhood for five years and I've never heard about anybody having a problem.

MAN 2: Oh, that's good. Uh . . . let's see. Oh, yeah. Does the apartment have a lot of windows?

Woman 2: Windows? Yes, there are plenty of windows. But unfortunately, there's another building right next door. I wish the apartment were brighter, but there isn't much light, really.

MAN 2: Oh. Well, I'm never around during the day, anyway. Is it all right if I come look at it?

WOMAN 2: Sure. Just tell me when you want to see it.

B Listen again. Which adjectives best describe each apartment? Write 1 for the first apartment or 2 for the second apartment.

4 Have you tried it?

A Listen to two people shop for food. What foods have they tried? Write H for Heidi or P for Peter.

Hatot: Over here, Peter! The fish looks so fresh, We could make ceviche this weekend. I love ceviche! Have you tried it?

PETER: No, I haven't. How do you make it?

HEIDI: Well, first you cut up the seafood in bite-size pieces.

PETER: So we'll need different kinds of fish?

HEIDI: Yeah. Let's get three kinds.

Peren: OK. Then what?

HEID: Then you mix the seafood with chili peppers, PETER: Here are some red chili peppers, but I don't know what they're like. Have you tried this kInd?

HEIDT: Yes, I tried them once. They were very spicy.

PETER: Good. I love spicy food. What next?

Heid: Next, you add lime juice and mix it in. After that, you put the seafood in the refrigerator to marjoate. Peter: You don't cook it?

HEIDT: No, you just marinate it overnight. Finally, you put the mixture on some lettuce and serve it!

PETER: OK, so what are we having tonight?

Heipt: Oh! I know how to make a great dish – it's Thai fried noodles with chicken.

PETER: That sounds interesting. I'd like to try it, but I ate chicken for lunch. I really love coconut curry. Have you ever had it?

HEIDI: No. but it sounds good. Let's make that!
PETER: OK, Um, there are some spices right over there.
Let's got some and then go. I'm getting hungry!

Listen again. How do you make ceviche? Number the pictures from 1 to 5.

5 Vacation plans

Listen to Cynthia discuss her vacation plans with Paul. Check the things she talks about doing.

Paul: So, Cynthia, what are you doing with your time off? CYNTHIA: I don't know. I haven't decided yet. I might go camping somewhere and just enjoy nature for a couple of weeks.

Paul: Well, you'd better pack a first-aid kit and be careful. It could be dangerous!

CYNTHIA: Uh, yeah, Or maybe I'll go abroad and study a foreign language.

PAID: Hmm. But there probably isn't enough time.
You'll have to get a passport and maybe even a visa.

CYNTHIA: OK, so maybe I'll go to the beach and catch up on some reading.

PAUL: You shouldn't go to the beach at this time of year. It'll be too crowded!

Cynthia: Well, then I might go to another city and visit some museums and art galleries.

PAIL: You need to make a reservation right away! The plane ticket is going to be so expensive now!

Сумтик: Well, then I probably won't go anywhere. I'll just stay home and watch TV!

PACL: That sounds boring. Why don't you do something more fun?

Listen again. For each activity you checked, write Paul's advice.

6 Simple requests

- A Listen to people make requests. Check the thing each person talks about.
 - Man: Would you mind turning it down, please? I'm trying to read and I can't concentrate with it on so loud.
 - WOMAN: Can you pick them up? You need to put them away as soon as you take them off instead of just leaving them on the floor for someone to trip over.
 - Man: Could you take him out for a walk? He hasn't been out for a couple of hours. Don't forget to keep him on the leash.
 - WOMAN: Would you please close it? When you leave it open, the wind blows and makes the room really cold.
 - Man: Can you turn that on for me? It's getting dark in here, and I can't see what I'm reading.
 - WOMAN: Would you mind not leaving them on the counter when they're dirty? At least put them in the sink.
- B Listen again. Write the words that helped you choose each answer.

Computer support

A Listen to Janet call a computer support center for help. What is Janet's problem?

MAUT: [phone rings] Support center, this is Matt. Janer: Uh, hi, Matt. I'm having problems with my laptop. MAUT: What's the problem?

JANET: I'm not really sure.

MATT: Well, what do you see when you turn your laptop on? JANET: It comes on at first, but then it goes black after a while. I think the monitor may be broken. Or maybe I have a virus.

MATT: Hmm. What do you normally use your laptop for? JANET: I use it for writing e-mails and surfing the Internet. I also use it to play computer games:

MATT: And how long do you usually leave it on? JANET: Well, I also download music sometimes, so I

leave it on all day while I'm doing other things.

MATT: Uh-huh. Always remember to turn on the screen saver when you're away from your laptop. Your

monitor will last longer that way.

JANET: What's a screen saver?

MATT: It's something that comes on while you're not using your monitor, to profect it. Be sure to turn it on. Janet: OK. And what does it look like when it comes on? MATT: Well, it's black unless you download something

else to use.

JANET: It's black? Oh, and what happens when you use
the keyboard?

MATT: Your monitor comes back on when you use the keyboard. You can also move the mouse to "wake up" the monitor.

JANET: Uh, OK, well . . . I don't think I have a problem with my monitor anymore . . . it was just the, uh. screen saver.

Mart: Well, don't forget to download a new screen saver. Then next time your monitor goes black, you'll know it's really broken!

B Listen again. Check the correct answer(s).

8 Trick or treat!

A Listen to someone talk about Halloween, Check True or False for each statement.

Man: One fall day, as you walk down the street, you might see ghosts, strange animals, and other weird things. What's going on? It's probably October 31st, or Halloween. Halloween is a day when people go out wearing costumes and colorful makeup.

Some people think that Halloween started in Ireland during the 400s. October 31st was the end of summer, and people believed that everyone who died during the year came back on that day. To scare away the dead, people put on costumes and went out into the streets to make noise.

Different cultures have different ways of celebrating Halloween. In the United States, it's the night when children dress up in costumes and go to neighbors' houses to "trick or treat," or ask for candy. Some adults wear funny or scary costumes and go to parties or parades. Halloween has become a fun holiday for both adults and children.

B Listen again. For the statements you marked false, write the correct information.

Too much technology?

A Listen to Jimmy and his grandfather talk about technology. Check the things his grandfather has used.

Grandfather: What are you listening to, Jimmy? Is that a radio?

JIMMY: No, it's an MP3 player.

Grandfather: An MP3 player? What's that?

JIMMY: It's a machine that plays music that I download

from my computer.

GRANDPATHER: Hmm. When I was a child, we listened to the radio. Then, people listened to albums, and later, to cassettes. Everything changes so fast these days!

JIMMY: Yeah. Now, most people get music from CDs or the Internet. In five years, I bet there will be other ways.

GRANDFATHER: CDs, huh? Well, I guess if I don't pay attention, I'll miss out on a lot of new technology.

JIMMY: Right. Like just a few years ago, they made a cell phone that also surfs the Internet. Soon, we might not even need laptops or MP3 players everything will be in one piece of technology.

Grandfather: Do you really think so?

JIMMY: Yeah, and if all the technology is in one piece of equipment, you'll have fewer things to carry.

GRANDFATHER: Exactly! And if you don't need a laptop, an MP3 player, and a cell phone, you won't need such a big allowance, right?

JIMMY: Uh, well . . .

Listen again and answer these questions.

O Election debate

Listen to an election debate. Write A for André or J for deri beside the adjective that best describes each person.

TEACHER: Welcome to our debate! The candidates for class president this year are André and Jeri. Please introduce yourselves and tell us why you'd be a good president.

André: Hi, I'm André, I think I'd be a great class president. because I'm reliable, and I'm very creative.

JERI: Hi, everyone. I'm Jeri and I'm really good at organizing. I'm also efficient, and I'm hardworking. TEACHER: How good are you at working with people?

André?

Andre: I'm really good at working with people. And I'd make a good president because I am always levelheaded. Most people think I'm easy to talk to.

TEACHER: And Jeri?

JER: I'm OK at working with people. Sometimes I'm a little impatient, but I'm never critical,

TEACHER: OK! Next question. André, can you solve

problems easily?

ANDRE: Well, it takes a lot of work to solve problems for a whole class, but I think I'm good at it. I really like helping people, and like I said, I'm very creative. Sometimes a problem just needs a creative solution!

TEACHER: OK, Jerl, what about you?

JERF. I like helping people, too. I'm so-so at solving problems, but if the solution doesn't work, I always ask someone for help. I can't stand making mistakes.

ANDRE: Oh, I don't mind, If you don't make mistakes, you won't learn anything!

TEACHER: That's a good point, André, Well, we're out of time. Thanks to our candidates for participating, and don't forget to vote on Thursday! [applause]

Listen again and complete the chart.

The Statue of Liberty

Listen to two tourists on a beat tour of New York Harbor. Why doesn't the man want to go inside the Statue of Liberty?

GUIDE: We are now approaching the famous Statue of Liberty, which has welcomed visitors to New York Harbor since 1886.

MAN: Wow! Look at it.

Woman: Incredible, isn't it?

GUIDE: The statue was given to the United States by the people of France. It was designed by the French sculptor Bartholdi.

MAN: It's really huge. Do we get to go inside?

WOMAN: I think we can climb the stairs all the way up to the crown.

Man: Stairs? There's no elevator?

WOMAN: Well . . .

GUIDE: The Statue of Liberty is a major tourist attraction, and every year it is visited by millions of people from all over the world. There are 354 steps to the top of the crown.

Man: Did you hear that? 354 steps!

WOMAN: Oh, come on, you can do it! People do it every day!

MAN: Bul....

GUIDE: The statue was manufactured in France, and shipped to New York in 1884. It arrived a year later, Then it was assembled on Liberty Island, where it stands today. Putting it together took four months.

MAN: I'm not feeling so good. . . . Woman: Oh, stop! It'll be fun!

GUIDE: Please be back at the boat in 30 minutes. Unfortunately, the statue is currently closed to visitors. You may walk around the island, but you may not climb the stairs to the top.

MAN: Hey, let's go! What are you waiting for?

Listen again. Correct the seven mistakes in the text.

What a lucky break!

Listen to Stacy and Richard talk about their careers. Who had a lucky break?

RICHARD: How did you get into TV announcing, Stacy? STACY: Well, when I graduated from drama school, I moved to Los Angeles to look for work as an actress. I was going to auditions every day, but I never got any parts. And I was running out of money.

RICHARD: So, what did you do?

STACY: I got a job as an assistant at a TV station. While I was working there, the regular announcer got sick and they asked me to fill in, I guess I did a good job, because within a few weeks, they offered me a position on a new show!

RICHARD; Wow, what a lucky break!

STACY: So, Richard, what did you do after you graduated? RICHARD: Well, I majored in English literature in college. Stacy: Uh-huh

RICHARD: So when I graduated, I tried to make my living us a writer.

Stacy: Oh, really?

Richards: Yealt See, I've written a nevel and I've send if to eight publishers, but they all, oh, rejected it. Say, would you like to read it? I have it right here with me.

Stacy Well, I'd love to read it, Richard, . . . had not right now. Uh, se do you have a job or anything?

Romato: Ob. yes: I'm in sales.

Stacy: Oh? Where?

REPLACE Actually, I've been working for the last munth as a salesclock to a hardware store. But when my novel colls, I know I'll be a best-selling author and I'll make lots of money.

Listen again. Number the events for each person from 1 to 5.

13 This book looks interesting.

A Listen to people talk about a book. Match each character with two descriptions

WOMAN: This book looks interesting.

Man: Oh, I read that! It's fascinating. It's about a horse named Scalascoit that won a big race.

Wuman: What's so great about a horse winning a race?

Man: Well, it happened at a time when the country was
struggling with the Great Depression, and people
became very excited by the story of this horse.

Window Why is that?

MAS: Well, it involved an unusual cast of characters.

The horse's owner was a millionaire who was very loud and outspoken. And the trainer was a quiet man who used to be a cowbay in the American West.

WOMAN: Those two sound protty different.

Max: It gets better. The jockey was a well-educated tighter who was also half bland. And then Scabiscuit was a little odd-looking — he was considered too small to be a corrherse.

Wostan: Hour, They do sound unusual,

Man. That's the point. All these strange characters came together to make Scalinguit into a champion. The whole country was amazed.

Womas: Hum. Maybe I'll read it.

Mast Well, the movie is really good, too.

Woxas: Oh, there's a movie?

Marc. Yeath, it's the one that stars Tobey Marture.

WOMAN: Oh, I've heard about it! It's supposed to be fantastic!

Max: Well, then, why don't we rent the DVD?

Womas; You don't mind seeing it again?

May: Not at all. You rent the DVD, and I'll make some poposits.

Listen again, Complete these sentences with relative changes from the conversation.

14 Police patrol

A Listen to four conversations. Number the pictures from 1 to 4.

 Woman 1: What's the problem, officer? Clericen: Well, you can't park here.
 Woman 1. Oh. I didn't see a sign.
 Clericen: There's a sign right there, behind the tree.

Man I: What is that police officer trying to tell us?
 Woman 2: Uh, it probably means he wants us to go over there.

MAN 1: But we didn't do anything wrong. WOMAN 2: Oh, look, there's a sign. We've gut to put Fluffy on a leash. MAN & Excuse me, efficer, can we drive through here?
 OFFICER: No. cars aren't allowed on this street. It's for pedestrians only.

MAN 2: How can I get to the library from here? Orrinta: Go two more blacks to First Avenue. You can drive on that street.

 WOMAN 2: Why is that truffic officer waving at us? Man 1: I don't know. It must mean he wants us to stop.

Weman 2: No, he's making a diagonal motion with his hand. He looks onnoved.

Max 1: Ohhit, it probably means we have to fasten our seat belts! I'm wearing mine . . . ure you? WOMAN 2: Well, uh . . . no.

B Lasten again Write each rule under the correct picture.

15 Unfortunate situations

A Listen to people describe situations. Check the correct response

- Max 1: I parked my car downtown and left my profession on the back seat. It had some money in it. I locked the car, of course, but when I came back, someone had looken the window and taken my briefcase.
- Woman 1: I found a hundred-dollar bill in my neighbor's driveway. My neighbor was away, so the money probably wasn't his. Anyway, I took the gugary and went shopping. I bought a cool new jacket and a fabulous skirt. Now I feel bad.
- 3. May 2: My must invited me over for dinner. Unfortunately, I forgot to write it down. The day I was supposed to go to her house, a friend invited me to see a movie with hun, and I completely forgat about dinner.
- Westan 2: I lent my car to a friend who doesn't have a driver's freense. While he was driving, he hall an accident and caused more than five hundred dollars' worth of damage to my car.
- B Listen again, Write your own response for each situation.

16 Don't tell anyone . . .

A Listen to a telephone conversation. What excuse did. Susan give Bill?

GRACE: | phone rings | Hollo?

Bull: Grace, it's Bill. Grace: What's op?

But: I'm so unnoyed! Jack told me he oaw Susan and her ex-boyfriend having dinner together!

Gascer Really? When?

Bit!: Last night. Seison and I were supposed to go to the movies. Then she called at the last minute and said she wasn't feeling well.

Gigaria Oh, so she told you she couldn't go.

Bittle Yeah. I said I understood. I told her that she should stay home and get some rest.

GRACE: Good, so you expressed your contern.
Bitt: Yeah, but instead of staying home, she went out!

Grace: That's terrible! She shouldn't have those that. But I know. She shouldn't have made an excuse. She

should've just told me the truth' Listen, don't tell unyone, OK?

Quace: Right. Uh. I have to go I'll talk to you later.

I.I.sien again. Read the voice mail Grace left another friend. Then correct the six errors in her message

Self-study answer key

f		g
A	both had a day, both used to go to the bleach every	A a radio; an album; a cassette B 1. Everything will be in one piece of technology.
В	pris places hobbies I Kim dog besch make strapbooks robbit tree bouse paint	2. You'll have fewer things to carry.
	2. Jeff dog brawh play chess cat tree brase read comic books	10
2		A A creative; level-hended; reliable J. efficient; hardworking; imputient; organized
A	1 exchange some mancy 2 mail some postcards 3 buy some souvenits 4. go to the nicport 5. park his car 6. get something to cut	1. working with people good OK 2. selving problems good go-to
8	L b; Z 3; 3, b; 4, a; 5, u; 6, a	3 helping people likes likes 4 making mintakes doesn't mind hates
3		11
A	No; Yes	A There's pe elevator.
8	1: noisy; old; spamous 2: dark; reasonable; safe	2. Hundreds Million 6, nine four 3, 34 354 7, may may n
4		4. the United States France
A	H; ceviche; red chili peppers; That fried anothes P; coconut curry	12
В		A Stray B Stray: 2, 5, 3, 1, 4
5		Richard, 3, 2, 5, 1, 4
A	camping, going abread, going to the beach, seeing another city, etaying home	13
В	 You'd better pack a first-nid leit and be careful. You have to get a passport and a visa. You shouldn't go to the bench. You need to make a reservation. Why don't you do something fun? 	A 1 c. g. 2. b. f. 3. s. b. 4. d. c B (Possible answers) 1. who was outspoken. 2. that used to be a cowboy. 3. who was half blind. 4. that wan a big race.
6		A/B 4 You have to fasten your sent belt.
A/B	1 the radio (land) 2. the shoes (them) 3. the dog (him, walk, leash) 4. the window (close, open, wind, cold) 5. the lump (dark, reading) 6. the dishes (them, counter, dirty, sink)	A 1. He shouldn't have left maney in the car.
7		2 She shouldn't have gone shopping. 3 He should have written it down.
	She didn't know the serven sover was on.	4. She shouldn't have less her car to a friend. B. Answers will vary:
В	1 surfing the Internet; writing a mule; playing games; downloading music 2 turn on the screen saver	
2		A She wasn't feeling well.
A/B	1. True 2. Praise (children "trick or treat") 5. False (cad of summer) 6. True	2 kinch climies 3 week might 4 shopping to the movies 5 the day before at the last minute 6 santething to can 5 ome rest

Appendix

Countries and nationalities

This is a partial list of countries, many of which are presented in this book.

Argentina Argentine Australia Australian Austria Austrian Brazil Brazilian Bolivia Bolivian Canada Canadian Chile Chilean China Chinese Colombia Colombian Costa Rica Costa Rican Czech Ropublic Czech Ecuador Ecuadorian Egypt Egyptian

England English

France French Germany German Greece Greek Hungary Hungarian India Indian Indonesia Indonesian Ireland Irish Italy Italian Japan Japanese Korea Korean Malaysia Malaysian Mexico Mexican Marocco Maroccan New Zealand New Zealander

Paraguay Paraguayan the Philippines Ethpino Portugal Portuguese Russia Russian Singupore Singuporean Spain Spanish Switzerhund Swiss Thailand Thai Turkey Turkish Peru Peruvian the United Kingdom British the United States American Uruguay Uruguayan

Vietnam Vietnamese

Irregular verbs

Presont the amis, are brenk bring build huy come de drink drive ent. fall finit find furget mye 100 RIDW

have

hear

Past was, were been broke brought. built built bought come came cisci done drank drunk dross nte enten fallen Fell. Felt. felt found found Bown How Corpot given PHYC gone went Erew

Participle broken brought hought driven forgatten TWOTH had

heard

Present keep lowe meet pust ride ring CUD 908 send sur! apenk stand steol mins Links teach: toll think

WELLE

write

Participle Past kept lunt met 3110 rade THINE ran 58 W sent and ant spoke stood stole EWSSIII temple taught told thought ware wrote

logt met DIE ridden rung THE Seen sent spoken mood stolen UIII.MS taken taught blos thought worm written

Comparative and superlative adjectives

Adjectives with -er and -est

big dingy large shabby short bright dires lang nice Hlow husev fier loud unisy fast emall DUSSY old cheup alean heavy neur CHILLIPS. tall dark huge neat H23 (4" yourng

had

heard

Adjectives with more and most

nvernge crowded beautiful dangerius delicious horing comfurtable difficult convenient exciting expensive emmped

famous important interesting modern patient popular

private MENT THE spacious Introqu terrible unusual

Irregular adjectives

had - worse - the worst good - better - best